REPORT RESUMES

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ADULT TEACHERS AND THEIR STUDENTS, A STUDY OF EXPECTATIONS, GOALS, AND BEHAVIOR OF TEACHERS AND STUDENTS PARTICIPATING IN "HIGHER ADULT EDUCATION".

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ADULT EDUCATION PARTICIPANTS AND TEACHERS WERE STUDIED IN RELATION TO THEIR ROLES IN AN ADULT EDUCATION SYSTEM. THE STUDY OBJECTIVES WERE TO (1) COMPARE TEACHERS' AND STUDENTS' EXPECTATIONS AND GOALS TO IDENTIFY THE DEGREE OF SIMILARITY AND DISSIMILARITY IN THEIR ROLE CONCEPTIONS AND SOURCES OF STRAIN, (2) ASSESS THE EFFECT OF STUDENTS' AND TEACHERS' SOCIAL CHARACTERISTICS AND MOTIVATIONS FOR PARTICIPATION UPON THEIR REACTION TO THE ADULT EDUCATIONAL EXPERIENCE, (3) RELATE EXPECTATIONS AND GOALS TO PATTERNS OF PARTICIPATION, (4) STUDY CHANGES IN GOALS AND ORIENTATIONS TOWARD ADULT EDUCATION DURING THE COURSE OF A SEMESTER AND TO LEARN WHAT FACTORS INFLUENCE SUCH CHANGES, AND (5) COMPARE OBJECTIVES AND EXPECTATIONS FOR STUDENTS WHO DO NOT MAINTAIN CONTINUOUS PARTICIPATION WITH THOSE WHO DO. THE STUDY WAS CONDUCTED IN FOUR INSTITUTIONS OFFERING ADULT EDUCATION PROGRAMS CHARACTERIZED AS "HIGHER" OR "UNIVERSITY TYPE" ADULT EDUCATION. SURVEY QUESTIONNAIRES WERE ADMINISTERED TO 170 TEACHERS AND 531 ADULT STUDENTS. THE DATA GATHERED INCLUDED INTENSIVE, QUALITATIVE INTERVIEWS WITH MORE THAN 60 TEACHERS AND STUDENTS. AREAS IN WHICH CONCLUSIONS ARE GIVEN INCLUDE (1) THE NATURE OF THE STUDENTS' PARTICIPATION AND COMMITMENT, (2) CLARIFICATION OF STUDENT ROLES IN ADULT EDUCATION, (3) POLARITY OF STUDENT MOTIVES AND GOALS, (4) ABSENCE OF PROFESSIONAL CENTERS FOR TEACHER DISCUSSION, AND (5) ADULT EDUCATION AS AN AVENUE FOR EDUCATIONAL INNOVATION AND EXPERIMENTATION. (HB)

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ADULT TEACHERS AND THEIR STUDENTS

A Study of Expectations, Goals, and Behavior of Teachers and Students Participating in "Higher Adult Education"

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FOREWORD AND ACKNOWLEDGMENTS

The final report here submitted is based upon a research proposal: "Role Expectations and Role Strains of Adult Education Teacher and Students," submitted to the Office of Education, March 1962, by Henry L. Lennard, then Visiting Associate Professor of Sociology, at the Graduate Faculty of The New School. The proposal was prepared at the request of Henry David, then President of The New School.

Subsequent to Dr. David's resignation, administrative direction of the project was assumed by Dean William Birenbaum, and Chancellor Robert McIver.

The research was carried out under the supervision of a research advisory group under the chairmanship of Dr. Lennard. Mr. Sol Blumenthal was in charge of data collection and processing. He was ably assisted by Miss Jane Durkin, Miss Janice Goodman and Mr. Harcourt Carrington. The final report was prepared by Mr. Blumenthal, Dr. Lennard and Professor Sloan R. Wayland (who joined the research advisory group in 1963).[1]

Appreciation is expressed for the contribution of Professor Merle Adams (University of Colorado) and Dr. David Wilder (Columbia) in the formulation of research instruments and interpretation of data.

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[1] In the preparation of the Final Report, Dr. Lennard took the major responsibility for outlining the report and the preparation of Chapter I and Chapter VII. Dr. Wayland prepared drafts for Chapters II and IV, and Mr. Blumenthal interpreted the data for Chapters III, V, and VI.

The study would not have been feasible without the wholehearted cooperation of administrators in the institutions studied. It is hoped that the information summarized in this report will prove helpful in their work. The cooperation of the following is gratefully acknowledged:

At The New School:

William M. Birenbaum, Dean
Charles Godley, Registrar
Isiah Hosiosky, Controller, The New School

At The University of California:

Morton Gordon, Associate Director, Northern Area
Mrs. William Petersen, Assistant Director, University Extension
Mrs. Elspeth C. Smith, Assistant Head, Liberal Arts Department, University Extension
Mrs. Virginia Jensen, Liberal Arts Department, University Extension

At New York University:

Russell F. W. Smith, Associate Dean, Division of General Education
Alfred J. Biamonte, Administrative Assistant, The Managment Institute, Division of General Education
Stanley C. Gabor, Assistant to the Dean, Division of General Education

At Tulane University:

John P. Dyer, Dean, University College
Pat Dunn, Office of Dean

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INTRODUCTION

This report is based on a study of 170 teachers of adults and 531 of their adult students. Teachers and students were selected from four insitutions offering programs in "higher" or "liberal" adult education. These institutions were: The New School for Social Research; New York University's Division of General Education; University of California Extension (Northern Area) and Tulane's University College. The data gathered includes: intensive, qualitative interviews with more than 60 teachers and students; survey questionnaires administered to all 701 respondents at the beginning of a semester and to respondents at The New School and The University of California at other times during the semester as well; classroom observations of a sample of classes; collection of attendance data during the semester and identification of students who did and did not return the following semester.

Among the major objectives of the research were to study participants in adult educational systems in terms of:

Major social characteristics.

The diversity of reasons attracting students and teachers to this activity.

The objectives and goals towards which participation is oriented.

The salience of adult education in relation to other educational or leisure-time involvements.

The major sources of satisfaction derived from such participation.

In addition, the study undertook to:

(1) Compare teachers' and students' expectations and goals and to identify the degree of similarity and dissimilarity in their role conceptions and sources of strain.

(2) Assess the effect of students' and teachers' social characteristics and motivations for participation upon their reaction to the adult educational experience.

(3) Relate expectations and goals to patterns of participation (continuous vs. intermittent, duration of participation, etc.).

(4) Study changes in goals and orientations toward adult education during the course of a semester and to learn what factors influence such changes.

(5) Compare objectives and expectations for students who do not maintain continuous participation with those who do.

It is worth noting that though the institutions represented in the study (The New School, New York University's Division of General Education, University of California Extension and Tulane University College) differ in location, size, duration and scope of program, the data indicate considerable similarities between institutions in teacher and student orientations, goals, images, etc.

We would, therefore, be inclined to the view that within our data, we have represented the range of motivations, goals, satisfaction characterizing participants in "higher adult education" in the United States.

CHAPTER I

OVERVIEW OF DESIGN AND DATA COLLECTION

THE INSTITUTIONS.

The study was conducted in four institutions[1] offering adult education programs characterized as "higher" or "university type" adult education. These institutions were: The New School for Social Research; New York University's Division of General Education; University of California Extension (Northern Division) and Tulane's University College.[2] While each of these institutions offer somewhat comparable programs (with Tulane's being the least extensive), the four institutions differ in a number of respects as institutions and in the relation the adult education program bears to the main mission of the institution. For example, continuing education is the main function of The New School. The New School was brought into being more than thirty years ago as an educational innovation. Today, The New School also offers a vigorous Graduate Program and a small senior college. Numerically, however, the overwhelming majority of the students are still registered in adult education course programs.

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[1] Note: Initially, we had hoped to be able to draw a sample of teachers and students from six rather than four institutions. It was, however, not possible, despite extensive negotiations, to obtain the necessary commitment for cooperation required in two of the institutions initially considered. The decision, was, therefore, made to study the four cooperating institutions more thoroughly.

[2] For the sake of brevity we shall henceforth refer to the institutions as The New School, New York University, University of Californa and Tulane.

New York University, like The New School, a private institution, is of course, primarily concerned with undergraduate and graduate education. New York University's adult education program, though large, does not constitute its primary educational enterprise. In this sense, University of California Extension is comparable to New York University, though the University of Calfiornia differs from both New York University and The New School in being a state supported institution. Tulane's University College differs both in size as well as regional base from the other three insitutions.

The study was conducted in four institutions rather than one in order to discern whether diverse insitutional characteristics would materially affect teachers' and students' expectations, goals and satisfactions and the patterning of adult educational activity. The particular institutions selected do represent a range with respect to some major characteristics. Furthermore, responsible administrative officials in these institutions were able to provide the considerable administrative support which the kind of study reported here required.

However, since the study originated within The New School and fullest cooperation was available within that institution (involving access to all records, teachers, students, classes, etc.), most of the initial work on development of instruments and some of the - in depth - examination of classroom behavior and attendance patterns was conducted there.

SAMPLING TEACHERS.

Sampling Teachers by Field. The purpose of sampling by field was to insure that we had represented in the study teachers and students participating in the major curriculum areas of "liberal adult education." Since the institutions selected did not offer equivalent curriculum areas, we were limited to sampling teachers from subject matter area represented in the offering of all four institutions. This framework excluded, on the one hand, teachers and students in the business area in sciences and engineering. On the other hand, The New School, for example, does not offer courses in engineering.

Four subject matter areas comprising a large portion of the curriculum of the four institutions were selected. These were:

The Humanities: Literature, Philosophy and Religion, Art History, and Interpretations and Special Themes in Art.

The Social Sciences: American Studies, Anthropology, Economics, History, Politics and World Affairs, Psychology and Sociology.

The Languages: Linguistics, Speech and Reading, Center for English as a Second Language, and the Foreign Languages.

The Creative and Performing Arts: Theater Arts, Music, Art Workshops, Writing, and The Dance Forum.

Sampling by Duration of Adult Education Teaching Experience. One of the initial hypotheses guiding the research concerned the relation of duration of teacher participation in the adult educational enterprise of the teacher to his goals and expectations. Thus, teachers new to the teaching of adults might be less homogeneous in outlook, while teachers familiar with the possibilities and constraints characterizing adult education systems would manifest more homogeneity. It was thought, therefore, that a comparison of teachers "new" and "familiar" with the system would help determine whether and what kinds of role conceptions are learned in this type of system. An initial problem was to arrive at an operational definition of a "new" teacher and an "old" teacher. The number of literally "new" teachers, i.e., never taught before in adult education at the institution studied,[3] was not large enough to be considered a separate category. It was decided to define a "new" teacher as one who has taught for one and one-half years or less, and an "old" teacher as one who has taught for five years or more. Thus, the literally "new" teachers are included in the "new" teacher category. For example, data collection for this study began at The New School during the Spring Semester of 1963. A "new" teacher was one who started teaching at The New School the Fall Semester of 1961 or later, while an "old" teacher started teaching in the Spring Semester of 1958 or earlier.

Stratifying by field and by "new" and "old" status provided us a total of 229 teachers in the four institutions who were requested to respond to the initial teacher questionnaire. Of those contacted, 170 teachers completed the initial teacher questionnaires.

The distribution of "new" and "old" teachers by field and by institution is presented in Table I. Table I also shows the number of teachers in each stratum who cooperated in the research. Data is available on 74 per cent of the teachers included in the sampling frame.

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[3] We are aware of the probability that a number of the "new" teachers taught in a similar setting elsewhere.

TABLE I

SAMPLING TEACHERS FOR ADULT EDUCATION STUDY

	Universe (Sampling Frame)			Questionnaire Responses		
THE NEW SCHOOL						
Field	New	Old	Total	New	Old	Total
Humanities	14	12	26	5	10	15
Social Science	14	14	28	8	8	16
Languages	9	7	16	8	3	11
Arts	14	15	29	6	9	15
Total	51	48	99	27	30	57
NEW YORK UNIVERSITY						
Humanities	5	11	16	5	8	13
Social Science	5	2	7	4	2	6
Languages	3	11	14	2	11	13
Arts	4	12	16	3	12	15
Total	17	36	53	14	33	47
UNIVERSITY OF CALIFORNIA						
Humanities	12	4	16	10	3	13
Social Science	9	3	12	9	3	12
Languages	8	9	17	5	9	14
Arts	6	2	8	4	2	6
Total	35	18	53	28	17	45
TULANE						
Humanities	5	3	8	4	3	7
Social Science	3	5	8	2	5	7
Languages						
Arts	4	4	8	3	4	7
Total	12	12	24	9	12	21

REPRESENTATIVENESS OF THE TEACHER SAMPLE.

As a result of the way teachers were sampled, emphasizing relatively "new" and experienced teachers of adults, the sample of teachers studied are not likely to be wholly representative of the teachers found in the four institutions. For example, to the extent that age and adult education teaching experience would significantly affect goals, expectations and satisfaction, the omission of the group of teachers teaching from one and one-half to five years would skew the response pattern. However, as shall be reported later, differences between teachers samples on the "new" - "old" dimensions did not turn out to be major for many of the areas covered by the questionnaire. The bias introduced, therefore, by these sampling methods may be minor.

SELECTION OF CLASSES.

The study plan called for a comparison of teachers with students within their classes as well as for an examination of over-time changes in student expectations, goals and behavior in relation to teachers' attitudes and behavior.

The type of analysis proposed could not be carried out if students were sampled on an individual, randomized basis. In order to provide data on at least ten students per teacher, questionnaires would have to be collected on more than 1700 students. Observational and attendance data would similarily be required for 170 classes. Data collection of such magnitude was clearly beyond the resources and time available to the project.

A decision was made to select students from sixteen classes within each institution. Teachers were stratified by field and by their "new" and "old" status and generally two classes (teachers) were to be randomly chosen from each cell. However, due to the composition of the sample of the 170 teachers who filled out the questionnaires, it was not always possible to obtain two classes within each cell. Also, to guard against possible loss of classes for the follow-up study (we expected some classes to be cancelled due to insufficient registration) more than two classes were included for some fields.[4]

If a teacher selected for inclusion taught more than one class, for example, an elementary and an intermediate language course, the elementary course was selected for inclusion in the study. This decision derived from two considerations. One, priority was given to classes where a sufficient enrollment was probable and two, priority was given to classes where prior teacher-student contact was less likely. Table II presents the classes, by field, which were selected for administration of questionnaires to students and for follow-up study over the course of the semester.

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[4] In retrospect we are not greatly concerned about the inability to live up to this feature of the design. As will be seen, the difference in outlook between "new" and "old" teachers is, in most respects, not considerable. For most of the analysis, teachers are combined on this characteristic.

TABLE II

SELECTION OF CLASSES FOR ADMINISTRATION OF STUDENT QUESTIONNAIRES

	Proposed Sample			Final Sample		
	New	Old	Total	New	Old	Total
THE NEW SCHOOL						
Humanities	1	3	4	1	2	3
Social Science	3	3	6	1	2	3
Languages	4	1	5	2	1	3
The Arts	2	2	4	1	1	2
Total	10	9	19	5	6	11
NEW YORK UNIVERSITY						
Humanities	2	4	6	same as proposed		
Social Science	2	2	4			
Languages	1	2	3			
The Arts	2	2	4			
Total	7	10	17			
UNIVERSITY OF CALIFORNIA						
Humanities	2	1	3	same as proposed		
Social Science	2	2	4			
Languages	2	2	4			
The Arts	2	2	4			
Total	8	7	15			
TULANE						
Humanities	2	2	4	same as proposed		
Social Science	1	-	1			
Languages						
The Arts	2	1	1			
Total	5	3	8			

THE STUDENT SAMPLE.

Since some of the items of the student questionnaire were concerned with student expectations of the teacher and anticipations of format and requirement of the course, etc., it was deemed important to have students complete their questionnaires before the first meeting of the class or before their first contact with the teacher. The procedure for

The New School was somewhat different than for the other three institutions though the same criteria were met in all three institutions. The procedures are here briefly reviewed:

The New School. The New School has registration both by mail and in person. It was possible to obtain from the Registrar, names and addresses of those students who had already registered by mail for the selected courses. A questionnaire was sent to all these students.

For those students registered in person, arrangements were made with the registration personnel to give a questionnaire (with stamp-addressed return envelope) to all students registering for the selected courses. A list of selected courses was given to each of the registration clerks. This procedure was continued up to the day of the first class meeting of the selected course. On the day of the first meeting, students were still registering (as they would continue to do even after the first meeting). It was no longer feasible to issue return envelopes for mailing since there was the danger of having them completed after the first meeting and then mailed. The student, if he registered on the day of the first class, was asked to complete the questionnaire "on the spot," before entering the classroom.

New York University, University of California, Tulane. In the other three institutions it was not possible to have students complete questionnaires before coming to class. However, arrangements were made in these institutions to have a representative of the research group present at the first meeting of the classes selected. The questionnaires were distributed and completed before the teacher commenced the course.

In all four institutions questionnaires were distributed to all of the non-credit, non-degree students present in the class. Table III shows the number in each institution, by field, who completed questionnaires which could be analyzed in the study.

TABLE III

COMPLETED STUDENT QUESTIONNAIRES FROM FOUR INSTITUTIONS

FIELD	New School No.	New York Univ. No.	Univ. of Calif. No.	Tulane No.	Total No.
Humanities	63	40	51	7	161
Social Science	53	48	51	10	162
Languages	32	20	50*	--	102*
Creative and Performing Arts	33	24	25	24	106
Total	181	132	177	41	531

---

* One respondent did not identify "sex."

REPRESENTATIVENESS OF THE STUDENT SAMPLE.

Students then were not sampled on a random basis but an attempt was made to get as many student respondents as possible for the groups of designated classes. The issue, however, still remains whether this method of cluster sampling provides us with a sample of students quite unrepresentative of adult students in the particular institutions studied. Though the number of student respondents is large (531) and stratified within field, this possibility must be considered.

In order to provide information on this issue, the sample of students obtained at The New School was compared, for a number of characteristics, with the adult student enrollment for The New School as a whole for the same semester.

Table IV shows that with regard to sex, age, educational level, there are no significant differences between the distribution of students

TABLE IV

COMPARISON OF NEW SCHOOL SAMPLE WITH NEW SCHOOL ENROLLMENT FOR SAME SEMESTER*

(A comparison of the Adult Education study with The New School population by: 1) sex; 2) number of courses; 3) education level)

SEX OF STUDENTS

Sex	Sample %	New School %
Male	33.1	33.6
Female	66.9	66.4
Total	100.0	100.0
	n = 181	n = 6281

NUMBER OF COURSES STUDENT IS ENROLLED IN

No. of Courses	%	%
One course	76.4	81.2
Two courses	16.8	12.1
Three courses	3.4	3.2
Four courses	3.4	3.5
Total	100.0	100.0
	n = 178**	n = 6281

EDUCATIONAL LEVEL OF STUDENTS

Educational Level	%	%
No college	6.6	7.5
Some college	21.0	22.3
BA, BS	30.9	29.9
MA	7.7	10.8
Ph.D.	1.6	0.7
Professional degree	4.4	3.8
Vocational certificate of training	2.8	0.3
Not reported	24.9	24.6
Total	100.0	100.0
	n = 181	n = 6281

---

*Source of Information for New School: Statistical Report, New School For Social Research, Spring 1963, Mimeographed.

**Excludes three students with unknown number of courses.

in the sample and The New School students as a whole. For example, there are 66.9% females and 33.1% males in the sample as against 66.4% females and 33.6% males for The New School as a whole.

OVERVIEW OF TEACHER AND STUDENT FIRST QUESTIONNAIRE DATA.

Table V provides an overview of the number of completed questionnaires for teachers and students, by institution and subject matter field. Several major sections of the report are based on this data.

About an equal number of teachers were available for study at The New School, New York University, The University of California, with Tulane supplying less than half of the number of teachers than each of the other three institutions. Tulane contributed about 10% of the total student sample.

TABLE V

NUMBER OF QUESTIONNAIRES BY FIELD OF STUDY

(Overview of Initial Teacher and Student Questionnaires)

(T = Teacher S = Student)

	HUMANITIES		SOCIAL SCIENCE		LANGUAGES		ARTS		TOTAL	
	T.	S.	T.	S.	T.	S.	T.	S.	T.	S.
New School	15	63	16	53	11	32	15	33	57	181*
N.Y.U.	13	40	6	48	13	20	15	24	47	132
U. of Calif.	13	51	12	51	14	50	6	24	45	177
Tulane	7	7	7	10	--	--	7	24	21	141
Total	48	161	41	162	38	102	43	106	170	531

---

[*] Students' sample was drawn from the classes of 56 teachers in the four institutions.

OVER TIME STUDY OF TEACHER AND STUDENTS.

It was planned to follow up teachers and students in at least two of the four institutions. The most thorough over time study was carried out at The New School where access to attendance and drop-out data was most readily available and where extensive observation of teacher-student interaction in the classroom was feasible.

Second Teacher Questionnaire (The New School). Around the middle of the semester all teachers at The New School whose classes were included in the student sample were administered a second questionnaire. Eleven out of the 16 teacher-classes who had remained in the sample replied.

Second Teacher Questionnaire (The New School and The University of California. Similarly, around the middle of the semester, a second wave of student questionnaires were sent to all those students at The New School and The University of California who had completed the first student questionnaire.[5] At The New School only 157 questionnaires were mailed out since some of the classes for whom data on students had been obtained had been discontinued for reasons of insufficient registration. Or the 151 questionnaires sent out, 109 (or 72%) were returned. This response data was considered satisfactory since a number of the students in the initial sample were, in fact, no longer in attendance at The New School. At The University of California, 177 second wave questionnaires were mailed out and 102 were completed (57%). Table VI reviews the data available for the study of changing goals and expectations for the two institutions.

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[5] While the sampling procedures for the two institutions are described jointly, they did not occur at the same time. The intensive study of New School teachers and students was carried out during the Spring of 1963 and data collection at The University of California occurred during the Spring of 1964.

The Third Student Questionnaire (The New School). During the last week of the semester at The New School, a third questionnaire was mailed to all students who had returned a first student questionnaire and who were in the eleven selected classes. Of the 151 questionnaires sent, there were 100 questionnaires received, or 66% of those sent. There was a net loss of nine from the second wave response of 109 questionnaires returned. Twelve students returned a third questionnaire, while they did not return a second questionnaire and twenty-one students who returned a second questionnaire did not return the third questionnaire--hence, the net loss of nine questionnaires over the second phase. There were 76 students who responded to all three questionnaires.

TABLE VI

OVERVIEW OF OVER-TIME STUDY

	Number of Questionnaires Returned					
	1st Wave		2nd Wave		3rd Wave	
	Teachers	Students	Teachers	Students	Teachers	Students
New School	57	181	11*	109	--	100
University of California	45	177	--	102	--	--

---

* These are 11 out of 16 teachers whose classes were selected for study.

METHODS OF DATA COLLECTION.

Development of Teacher and Student Questionnaires.

The Teacher Questionnaires: Before the development of the first Teacher Questionnaire at The New School, about thirty detailed interviews were conducted with teachers at The New School. The teachers selected for these initial interviews represented all of the subject matter field included in the study. In addition, some teachers were chosen because an attendance study had revealed their classes to have maintained high rates of continuous attendance during the term; others because the same attendance study revealed fairly sizable decreases in attendance in their classes in the course of the semester. In this way we assumed that we would include teachers who would vary in demands placed on students and content and format of the course. Appointments were made with the teachers and most interviews were conducted in the teacher's home. The interviews were tape recorded and lasted from one-half to over two hours per teacher. Each interview was transcribed for repeated examination and summarization. Areas and items included in the first Teacher's Questionnaire were largely derived from an analysis of these thirty qualitative interviews. (Some illustrative interviews are presented in Appendix D.) Where teachers formulated diverse position in succinct manner the teachers' formulation was sometimes directly incorporated into the questionnaire. (For example: Item 5: "Which of the following positions regarding the education of adults do you agree or disagree with?") On the basis of discussions with administrators and teachers at these institutions, modifications were made in the first questionnaire for use in the other three institutions.

Some of the major areas covered by the first Teacher Questionnaire are briefly outlined here. (For a copy of the Questionnaire, see Appendix A.)

(1) Saliency of Reasons Attracting Teachers to The Institution. Teachers are asked to rate the relative importance of 14 reasons (derived from the qualitative interviews, surveys of the literature, etc.) for their participation in an adult education program. (Items 1 and 2, pp. A-1 & 2)

(2) Teacher's Objectives in Relation to Adult Students. Given the teacher's decision to be part of an adult education system, what specific objectives does he aim for in the educational setting? How specific or broad are these defined? Teachers are asked for each of six objectives to state whether they do or do not approximate one held by them. (See Items 3 and 5, pp. A-3 and A-4.)

(3) Orientation to the Adult Teaching Context. Here the teacher is asked how his objectives in teaching adults are best implemented. What types of educational procedures does he consider"essential," "valuable," "of little value," etc. What, in his view, constitutes an effective format for adult teaching? (See Item 6, p. A-5.)

(4) Images of Students. How does the teacher view his role partners in this enterprise? What motivations and goals does he attribute to the adult student? The teacher is asked to evaluate diverse images of adult students (compiled from the previously conducted teacher and student interviews) and assess views on adult students current in the community at large. (See Item 9, p. A-7.)

(5) Sources of Satisfaction. As a participant in a context offering diverse sources of satisfaction, which are most important to the teacher? (See Item 12, p. A-9.)

(6) Comparative Significance of Adult Education Teaching. Most of the teachers in adult education programs also are associated with other kinds of educational enterprises. How satisfying is the adult educational activity in comparison to other forms of educational activity? (See Item 13, p. A-10.)

(7) Relationships with Administration and Other Teachers in Adult Education. Educational structures ordinarily involve four sets of operating

role relationships: teacher-teacher, teacher-student, teacher-administration and student-administration. One set of items in the Teachers Questionnaire explores the quality of teacher contact and relationship with administration and other teachers. (See Items 18, 19, 20, pp. A-11-12.)

(8) Social Characteristics of Teachers. A set of items is concerned with specifying other characteristics and status of the teacher: age, sex, parent's occupation, community of origin, other teaching and occupational status and relative effort expended for them. (See Items 21-28, pp. A-13-14)

In the second teacher questionnaires, a number of the areas contained in the first Teacher Questionnaire were covered. It was, obviously, not necessary to duplicate information about teachers' social characteristics and other institutional affiliations.

THE STUDENT QUESTIONNAIRES.

The preparation of the student questionnaires involved the same steps as that of the teachers' questionnaires. More than 30 detailed qualitative interviews were conducted with students during the Fall of 1962. As in the actual study, the interviews were conducted with students during registration week before classes had begun. Analysis of these lengthy interviews[6] (some of them up to two hours in duration) provided the basis for the development of the first Student Questionnaire.

The major areas covered by the Student Questionnaire were substantially similar to these covered by the Teacher Questionnaire (Saliency of reasons attracting student to institution; Objectives to meet by enrollment in adult education courses; Educational expectations of adult students; Images of fellow students; Sources of satisfaction; Relationships with teacher).

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[6] These interviews were recorded and transcribed. They were subsequently summarized under a number of headings, such as "Work expected," "Image of Teacher," "Significance of adult education experience." Copies of interviews as well as a book of abstracts can be reproduced on request.

For the areas enumerated above, items are similarly worded for teacher and student whenever appropriate. In addition, students were asked about past patterns of participation in adult education (number of years attended, number of courses taken, etc.) and to anticipate their future behavior with respect to involvement in higher adult education.

The Student Questionnaire thus contains information both on expectations and attitudes as well as on educational behavior. Additional data on students' actual patterns of participation and commitment were also obtained through attendance studies and studies of classroom behavior. These are briefly discussed later. Students were further asked to evaluate the significance to them of adult education activity in relation to alternate forms of educational, social and cultural pursuits. A copy of the first Student Questionnaire is contained in Appendix B.

Second and Third Student Questionnaires (New School and University of California). In order to permit evaluation of the impact of the adult educational experience upon the student's goals, expectations and sources of satisfactions, many of the questions in the first Student Questionnaire were also included in the second and third Student Questionnaires. In addition, it was considered important to determine how students perceived their teacher's expectations and definition of the adult educational context. Therefore, some items were addressed to the student's estimate of their teacher's priorities with regard to objectives and required educational activities.

OTHER METHODS OF DATA COLLECTION.

This study was not limited to the collection of attitude and behavior report data from teachers and students. A number of other methods were employed to gain understanding of the problems and processes of adult education activity. These are briefly mentioned here.

Attendance Data: A study was made, in the Fall of 1962, of the patterns of attendance, over time, of students enrolled in five major fields. The initial study, limited to The New School, was intended to facilitate sampling for the subsequent study, but developed information of intrinsic interest. The finds of this study, based on data from more than a hundred classes, shows that attendance patterns (at least for The New School) differ by field. The most striking decrease in attendance occurred in Language courses, where attendance decreased from 81.5% during the fifth week to 36.9% during the thirteenth week of the semester. (See Appendix F.) Attendance for the classes in the sample was subsequently collected for the period covered by the study in all of the four institutions.

Classroom Observation. Since data was being collected on teaching methods, preferences and perceptions of teachers, by at least 40% of the students in each teacher's class, the study availed itself of the opportunity to obtain data which would permit comparison of attitudes with behavior. An observer was assigned to each class and a set of qualitative as well as quantitative observations was made. This was done, at least once, for every class in The New School sample and for some for every session. The observers wrote reports about teaching style, student participation, note taking, etc. In addition, more systematic observations were made on the basis of an Interaction Census Rating Sheet. This rating sheet permitted the observer to note the number of times teachers asked questions, or permitted the asking of questions, as well as the extent of student interchanges around subject matter, etc. References to reading, text, examination, etc., were also noted.[7]

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[7] Limitations of time and resources do not make it possible to report on the "class as unit" analysis of the data. Funds may be sought to completely explore this area of the study.

CHAPTER II

THE TEACHER IN ADULT EDUCATION

INTRODUCTION.

This analysis of the teacher in the adult education programs in the selected institutions will be considered under six related, but somewhat different topics:

1. Social characteristics of the adult teacher.
2. General orientation to the field of adult education, together with a general image of the role of the teacher and the student.
3. Aspects of the teacher's role definition with respect to the institutions where he is working.
4. Attitude toward and contacts with his professional colleagues at his institution.
5. The teacher's conception of the role of the student at his institution.
6. Aspects of the institution in which he is working which influence his performance in that system.

In the analysis presented below, attention is drawn to the relevant tables in which the data from the four institutions are presented in detail.* Only some of the major findings from the analysis of these tables is discussed here. In this project, it has not been possible to subject this data obtained from the teachers to as extensive an analysis as has been made of the student data.

SOCIAL CHARACTERISTICS OF THE ADULT TEACHER.

As background for the more intensive analysis of the teacher-student interaction in the adult education settings, a brief summary of the personal characteristics of the adult teacher may be fruitfully considered. These data will be presented for the adult teachers as a group and at points in terms of the differences between institutions. An analysis of personal characteristics of all college teachers in the United States or in the selected institutions for this same point in time was not available. As a point of reference, some data are presented for all college teachers based on the 1950 Census and derived from a special analysis made in 1955.

Age. In general, the adult educator is somewhat older than college teachers. The modal age group in this sample was in the 35-44 age group and only one per cent were under 25 as compared with over ten per cent in this category among all college teachers. However, the age range for adult educators was wide with 19 per cent being 55-64 and 20 per cent being 25-34. California and Tulane tended to use somewhat younger adult educators than the other two institutions. (See Table 23, p. TT-34.)

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*New and Old Teachers. The design of the study involved sampling of teachers in terms of the duration of their participation in adult education. Analysis of teachers' responses in terms of "new" and "old" status, however, revealed only slight differences between the two groups. (See Appendix C for comparisons between responses of "new" and "old" teachers.) As expected, "new" teachers give greater weight to additional income as a reason for their participating in adult education as do "old" teachers. "Old" teachers are more interested in "adult education" per se. For many of the questions, however, the differences are too small to justify analysis of the teacher data in terms of "new" and "old." Two possible explanations come to mind. One, the availability of "entirely new" teachers was small. Thus, teachers who taught up to three semesters were included in the "new" teacher category. Two, as many findings indicate, most of the teachers have a general familiarity with adult education settings and some of these orientations shaped by these general orientations remain unaltered despite their participation in the system.

Sex and Marital Status. One out of four of the adult educators was female and this is somewhat higher than the average for the country in 1950 (22.4%). In marital status, the adult educator more frequently had a broken home. One in six was divorced, widowed, or separated as compared with about one in ten for all college teachers in 1950. On the other hand, only one in seven (14%) were single as compared with over one in four in the total college teacher population in 1950. The selectivity by age noted earlier is likely a factor in the lower percentage who are single. (See Tables 24, 25, p. TT-34.)

Family Background. The father's occupation of the adult educators was predominately professional and managerial (75%) and only one in twelve came from a semi-skilled or unskilled occupational background, and a very small number came from clerical or sales (3%). Differences between institutions were not significant.

The adult educators came predominately from metropolitan areas (70%) and only 15 per cent came from small town or rural areas. Again, this same pattern was seen in each of the four institutions studied. Variations did appear in the country of origin. When asked to indicate the country in which they spent the major part of their youth, one in four named Europe. About 30 per cent of the adult educators at The University of California and at The New School had European backgrounds.

Tulane relied almost entirely on native Americans. In 1950, only 6.5% of college teachers were foreign-born. (See Table 29, p. TT-36.)

TEACHER'S ORIENTATION TO ADULT EDUCATION.

The teachers included in this study were almost all experienced teachers. Over 90 per cent of the teachers had taught in another educational setting, and almost one-half (44%) had taught their first course at their institution more than five years earlier, while a third had begun teaching at their institution ten years or more ago. (See Table 12,p. TT-26 & Table 32, p. TT-40.) As noted elsewhere, the length of teaching at the selected institutions was initially used as a basis for the selection of the sample of teachers to be used. However, the differences between "old" and "new" teachers at the particular institutions were small for most variables, so that the "old" and "new" teacher categories were collapsed into one.

In terms of the orientation of the teachers to adult education, it is important to note that many of the teachers, including those new to the particular institutions, have taught in some other setting. In Table 12, the teachers who have been associated with one or more other educational settings may be identified. Over one-half have taught at the undergraduate college level, one-third (34%) have taught in another adult education institution, and 14 to 20 per cent have been involved in teaching in one or more adult programs in extension division and high school adult education.

It is therefore clear that a large number of these teachers have a basis for judgment about adult education programs derived from settings other than the institutions included in this study. For this reason, attention will be given to their general orientation as distinct from their involvement with the selected institutions. This general orientation will include basic objectives of adult education and basic roles of the teacher and students in this enterprise.

Basic Objectives. In order to gain a picture of the basic objectives which teachers had for their students in adult education, the teachers were asked on a forced choice pattern to indicate, from a list of six items, which objective was most and which was least appropriate from their own points of view. (See Table 3, p. TT-11.)

Although all of the items received several votes for most or least appropriate, the broad objectives were more positively viewed. Over one-half checked "To awaken intellectual curiosity and awareness," or "To convey the principles and concepts basic to your field," as most appropriate, and the"Development of useful skills" or "Imparting of specific knowledge" was checked by only 24%. Similarly, almost one-half (46%) thought that the"Development of specific skills," and the "Imparting of specific knowledge," were least appropriate, and another third rejected, as an objective, the provision of a "Meaningful way of spending leisure time." The pattern for each of the four schools was very similar for both most and least appropriate objectives.

Since the attention in this study was limited to essentially liberal studies, the orientations as noted above may not be characteristic of teachers engaged in other types of adult education programs.

ROLE OF THE TEACHER AND STUDENT.

The teachers of adults generally accept the premise that the adult education enterprise involves somewhat different roles from the usual college pattern. This has been expressed in several different ways. Approximately three-fourths of the teachers indicate that the teacher must "maintain high academic standards" and disagree with the point of view that students have only the responsibility of attending and participating in class sessions.

On the other hand, they (60%) accept the position that the teacher should "tailor his course to the level of the student." Only one in seven strongly disagrees with this position. The teachers are not in agreement on how to evaluate the educational significance of the life experiences of the adults as over against systematic study. Approximately three out of five of those who answered this item expressed confidence in the maturation process as a good substitute for familiarity with relevant literature in particular fields. (See Table 5, p. ST-12.)

Similarly, when asked who "should do most of the work in the adult education setting," two out of three teachers said that "both should share equally," and only one in five felt that the teacher should carry a heavier load. (See Table 14, p. TT-29.) In terms of personal relationship between teacher and student in adult education settings as compared with other academic settings, only one in seven felt that the relationships should be "very similar," while three out of five thought that they should be "somewhat similar." The difference was seen in the direction of peer relationship and informal associations with the staff at the same time that the expertize of the teacher is respected. (See Table 15, p. TT-29.)

These general orientations toward adult education will be considered further as the more specific involvement of the teachers in their current activities are considered below.

TEACHER'S SELF DEFINITION OF ROLE.

In the analysis of the teacher's relationship to his current institution, three different dimensions are considered:

1. Reason for being attracted to the institution.
2. The significance of his involvement in that institution in reference to other simultaneous or prior activities.
3. Pattern of interaction involved in the teaching act.

The distinctive position of the teacher in these adult education programs as contrasted with the usual college structure is the marginal significance of his teaching in this setting to his total life pattern. The first two of the three areas listed above are designed to get at how the teacher's work in the adult education system fits in with his other interests and the third area is concerned with how he behaves as a teacher.

REASONS FOR BEING ATTRACTED TO THE PRESENT PROGRAM.

The teachers were given an opportunity to respond to fourteen reasons as well as to include reasons not pre-coded on a scale from"very important"to"unimportant." In addition, they were asked to indicate which of the fourteen reasons was the most important one for them. The summary of the responses to these questions is presented in Table 2 (p. TT-6). These fourteen possible reasons may be grouped into three large categories:

1. Personal gains, including such items as additional income, professional advancement, and prestige of being affiliated with the institution and with an impressive faculty.
2. Service goals, such as contributing to the adult education movement and developing responsible citizens.

3. Professional educational goals, such as increasing diversity in his professional life, attempting to translate a specialty into non-technical terms, finding a forum for presentation of ideas and seeking intellectual stimulation.

These three goals are not always easily distinguishable. For the total population, approximately one-third (31%) of the teachers checked as most important items which have been classified here as personal gain; one-third (36%) as professional educational goals, and one-seventh as service goals (14%). The remaining 20% were either "other" answers or "no answer."

The New School and Tulane have very similar patterns of distribution, corresponding to the total distribution. However, New York University was low on personal gains (13%) and high on professional educational goals (50%), while The University of California was high on personal gains (44%), and low on service goals (4%). The "no answer" and "other" responses were approximately the same for all institutions.

The factors which lead to these differences for New York University and for The University of California are not clear. One source of the difference may be the age structure of the staffs, since two out of five of The University of California staff is under 35 and the median age is about 40, as compared with only two per cent of the New York University staff under 35 and a median age of about 50. In addition, The University of California's staff have larger families.

Another factor which may be of importance is the difference by major occupation. About two-thirds of the staff at The University of California are teachers, as compared with only two-fifths of the New York University staff.

The University of California staff has other means for giving expression to their service goals in the field of education and they are searching for means of advancement in their careers through this supplementary activity. Whereas, the New York University staff, as an established group, with non-teaching occupations, look upon the adult education settings as a means for expression not provided by their main occupation. These differences between New York University and The University of California will be re-examined from time to time as some of the other characteristics are considered. For example, New York University and University of California teachers are very similar with regard to what they believe to be the reasons why other teachers join the staffs at the particular institutions.

ADULT TEACHING AS A PHASE IN THE TEACHER'S LIFE.

The teachers, as well as the students in the adult education settings, have a limited degree of involvement in the social system of the adult education schools. They have chosen voluntarily to participate and in so doing have accepted in some measure the obligations which are imposed by even part-time participation in this system. However, we can assume that the relationship which the student or the teacher has to this social system will be conditioned by the other aspects of his life. Although detailed information on the total life patterns of the teachers was not obtained, data are available on certain demographic characteristics, on time allocations for adult education work and for other activities.

In an earlier section on the profile of the adult teacher, the general demographic data were summarized. Some additional comments are made here on such variables as they relate to the role definition made for self by the adult teacher. The age of the teacher may be of some significance as related to the age of the students.

Two-thirds of the students are over 25 and one-fifth are 45 or over. The median age of the teachers was 45 and only one in five was under 35 years of age. (See Table 23, p. TT-34.) It can be assumed, then, that the teachers have reached a stage in their career lines where a firm commitment has been made. They have become well enough established in that career to be able to have attained a level of expertness so that they can be called upon to instruct others.

The occupational identifications of the teachers are in a narrow range. For the total group, the single largest occupation is that of teaching (44%). (See Table 30, p. TT-36.) The second largest (27%) are those engaged in the creative arts--musicians, writers and artists--some of whom may also be engaged in teaching in those areas in settings other than in the particular settings included in this study.

However, fourteen per cent of the teachers are spending one-half or more of their time in artistic work and in writing and these people are likely drawn from the creative arts group.

Social scientists and psychoanalysts make up eight per cent and five per cent respectively of the teachers. Again, some of these, and, in particular, the social scientists, may well be involved in teaching also. An interesting feature is that five per cent of the teachers were business executives and since the content of the courses was limited to the liberal arts, their teaching is not a direct expression of their major occupation.

The New School has the largest proportion (9%) in this category. Only eight per cent of the occupations did not fall into one of the few categories listed above. The fact that this study was restricted to the liberal arts fields may have resulted in a more restricted range in occupations than would have been the case if other types of adult education courses had been included.

Given the high proportion of the adult teachers who are professional teachers, including some who may classify their major occupation as some other area, and given the fact that over 90 per cent of the teachers in our study have taught in other educational settings, we can assume that their role conception as a teacher has been formed prior to the time of our study.

As a means of evaluating the significance of the adult teaching in which they are now engaged as related to other phases of their work, the teachers were asked to rate their current adult teaching in relation to other occupational interests. Given the fact that the amount of time devoted to the adult teaching is limited, it is very interesting that a number of the teachers rated their adult teaching as about the same in importance to them as their major occupation.

For teachers, three out of five rated the adult teaching as of the same importance as other teaching, and similar proportions are reported for those involved in professional or artistic and creative work. (See Table 9, p. TT-23.) To these may be added a number who felt that their adult teaching was more important to them.

This surprising finding is not easy to interpret. The saliency of their work in adult education is much greater than the time involvement would indicate and this may be explained by the opportunity which such teaching provides for breaking with the established routine of their major occupational commitments. But strangely enough, "new" and "old" adult teachers do not differ in the degree of saliency of the adult teaching. It is possible that selectivity operates in such a fashion that when saliency diminishes, teaching is discontinued.

Another indication of the significance of the adult teaching for the teachers is their level of satisfaction with their present work. One-fourth of the teachers reported that the experience was satisfying in all respects and 52 per cent found it "satisfying in most respects." A small group (12%) found the experience "satisfying in some respects only."

A final measure of the significance of the experience was derived from a question as to the comparative satisfaction of teaching in the adult program. Since over 90 per cent had taught in other settings, the results of this question is of relevance for the liberal arts teachers as a group. Of those who had taught at junior colleges, two-thirds found the adult teaching "more satisfying." (See Table 12, p. TT-26.) For those who had taught at the undergraduate level, the corresponding percentage was 38 per cent, and interestingly enough 12 per cent for those who have taught at the graduate level. Out of seven other different educational settings serving personnel who are adults, the current adult teaching situations were consistently considered as more satisfactory except for a few who have taught in professional art or music schools. Only a very few teachers considered the current experience as "less satisfying."

Time Allocated to Present Adult Teaching. In the discussion above some attention has been given to aspects of the life experiences of the teachers which had occurred prior to the time of the study. At this point, we are concerned with the way in which his current teaching fits in with other occupational pursuits. The teachers in our sample were asked to report in deciles the percentage of time given to work at their adult education centers and to other professional or occupational pursuits. Since all of the working time was accounted for, any over-reporting of time spent in connection with the adult teaching would have had to be matched with under-reporting of other pursuits.

Several very interesting results emerged from an analysis of these data. (See Table 31, p. TT-37.) The amount of time spent in teaching and preparing for classes represented a much larger time investment than might have been anticipated. In addition to the adult teaching in the selected institutions, the teachers were asked to indicate the amount of time spent in other teaching, writing, research, consulting, artistic creation and working at other occupations or professions. Out of the teachers involved, three out of five spent less than 20 per cent of their working time on the adult education program, but the modal decile was the 10-19 level. Nevertheless, one in four spent from 20 to 29 per cent and 6 per cent devoted more than 50 per cent of their working time in this enterprise.

One-third of the teachers were involved in writing books and almost one-half (45%) were engaged in other writing for publication. Each of these activities was consuming, for most of the teachers, less than 20 per cent of their time.

Two-thirds of the adult teachers were teaching in other settings even though only 44 per cent reported that teaching was their major occupation. Of these teachers, over one-third were spending over 50 per cent of their time in this manner. One-half of the adult teachers reported that they were engaged in their own research, although two-thirds of this group spent less than 20 per cent of their time in this way.

In addition to these more typical academic pursuits, approximately 30 per cent of the adult teachers were actively engaged in artistic production. Of this group, a third were devoting more than one-half of their time in such endeavors.

The patterns presented above have dealt with the total sample as a whole. A detailed consideration will not be given here to the patterns for the different institutions. Of interest is the very great similarity among the four insitutions in spite of differences in size, sponsorship and location. The only specific item to which attention will be called here is the greater investment of time which seems to be spent at the University of California and Tulane in teaching and preparation for classes at settings other than the adult education program. The explanation for this difference will be explored in further analysis.

From this analysis of the time expenditures of the adult teachers, the picture which emerges is that of a group actively engaged in following their interests in a variety of ways.

They are not just teaching, but are writing, doing research, and being creative in various media. Further analysis will show the patterns for teachers of different subject areas and the typical combinations of activities.

STYLE OF TEACHING.

In the section above, attention has been focused on the teacher in his relationship to social systems other than the one in which he is teaching adults, as a background for consideration of his role in this particular system. What are the types of actions in which he engages in his role of teacher in this adult education setting?

In the consideration of his classroom role, three phases of his role may be considered: 1) what does he do in class; 2) what are his expectations concerning out-of-class work by the student as a framework for determining what he does in his class; and 3) how much contact does he expect to have with students out of class.

A dominant pattern emerges from the data contained in Table 7 (p. TT-20) which is common for the three institutions where this question was posed. The New School teachers did not answer this question. The teachers reject the pattern of lecture only or discussion only and expect to lecture with more than occasional discussion. Around this modal pattern are different mixes of lecture and discussion. Less than one in five expect to lecture with occasional class discussion and one in seven would like a heavier emphasis on discussion with occasional lectures.

The range in expectation of out-of-class work is somewhat wider, although the dominant pattern is that of occasional and limited out-of-class work by the student. However, a number of the teachers expect frequent out-of-class work and over a fifth want extensive and time-consuming work by students.

The University of California deviates most from the dominant pattern and is characterized by a much higher level of work expectation from students. This higher level of expectation may be related, one, to the higher proportion of The University of California teachers for whom teaching is their main occupation and who are currently teaching in other types of educational settings; and, two, the larger number of credit students in University of California adult classes.

Expectations for contact with students outside of class is again very similar among the different institutions and one pattern dominates.

Adult teachers expect to have only "occasional contact with students outside of class." One in seven expects to have "no contact" and one in five expects to have "extensive" contacts.

Further analysis by teaching fields and by attitudes toward major objectives of adult education should shed further light on the patterns of expectations for styles of teaching, including expectations from students. This general area will be explored in more detail later when the teacher's conception of the student role is considered.

CONCEPTION OF THE ROLE OF THE STUDENT.

Central to the sociological concept of role is the complementarity of role expectations for role partners. In the discussion above of the teacher's definition of his own role, the role of the student is implicitly given. At this point, however, explicit attention will be given to the conception of the role of the student as held by the teacher. This includes both a general picture of the adult student at the particular institutions, and a more detailed picture of the kinds of activities which are judged to be valuable for students in particular classes.

General Image of the Characteristics of Students. The teachers in our sample have, in general, a very favorable attitude toward the students in the institutions where they work. On some nine different items, including references to educational background, seriousness of purpose, attitudes toward education and toward work, the teachers consistently present a positive picture, although judgments are not unanimous (See Table 8, p. II-21.) If the distributions of responses are considered, without taking into account those who did not answer, the responses by about three-fourths of the teachers were similar on most of the items.

The teachers reported that students were more interested in learning than in getting a degree and rejected the idea that the students were primarily interested in social intercourse. They were judged not to be simply "intellectual dilettantes"or "infatuated with the romance of ideas." Furthermore, the teachers believed that the students had an adequate educational background, that they were frequently more serious and sober than students in regular academic institutions, and that they would not drop out of their course when the "going gets rough." The diversity of background and the richness in life experience were viewed positively.

This favorable view of the students held by the teachers may not be shared by some educators and the self-selection of staff for participation in the adult education enterprise may be reflected in this image of the student. In any event, the presence of such a favorable attitude would seem to be an important ingredient in the success of the enterprise. This favorable image may be related to the high level of satisfaction expressed by the teachers with their adult teaching experience.

Specific Activities Expected of Students. In an earlier section dealing with general attitudes toward the adult education enterprise, it was noted that teachers disagree with the statement that "the only responsibility of the adult student should be to attend classes and to participate in them." This was expressed in more specific terms when teachers were given an opportunity to indicate how valuable they thought a series of special activities were in the teaching of adults. These responses will be discussed in terms of behaviors in class and for out-of-class activities.

The teachers are overwhelmingly committed to a pattern of active student involvement in class and see the role of the teacher as one who encourages, facilitates, and prompts such behavior. It is judged appropriate to ask specific students questions, both as a feed-back mechanism for the instructor, as well as to gain the points of view or opinions of the students. It is assumed that the students will profit from discussion before and after class as well as in class. However, the use of a weekly quiz is rejected.

For out-of-class activities, the higher the level of direction and control suggested, the lower the degree of

It is all right to assign required readings and give occasional homework and perhaps to require a textbook, but there is not a concensus that the teacher should insist that the students do assignments or require a term paper.

From this analysis and the data presented previously, the dominant pattern is fairly clear. However, there are some teachers who have a higher level of expectation of students. At those points where these definitions of student roles are not complementary to those held by students, strain is likely to develop in the system. This problem is considered in another section of the report dealing with the comparison of teacher and student definitions of role.

RELATIONSHIP WITH OTHER FACULTY MEMBERS.

One of the characteristics of the adult education system is the limited degree of association by teachers with their peers in the system. The structure is established in terms which give a common status to the teachers without differentiation by title and which do not assume that colleagueship is necessary for the maintenance of the system. Each teacher has his class, which has been approved by the administrative staff, and no obligations are assumed by the staff for policy making or decision making concerning the operation of the institution. The data obtained in this study document this pattern, although major attention was not addressed to this problem.

Discussion here will be limited to two types of data: 1) judgments by the teachers as to why other teachers are associated with the institution and, 2) degree of contacts which the faculty members have with each other. For the first of these two items, a set of possible reasons for joining the adult programs was presented to the teacher so that he could indicate his own reasons and the reasons which he thinks apply to his fellow faculty members.

Two general conclusions may be derived from these data (See Table 1, p. TT-1.) The distribution of responses is remarkably similar for the teacher's own reasons and those of his colleagues. This holds true for each of the institutions considered individually. Of equal interest is the fact that the frequency of no answers is double for the questions dealing with reasons of one's colleagues for joining the faculty. This suggests that a number of the teachers did not feel that they were in a position to make such a judgment.

In order to assess the extent of association, the frequency of attendance at faculty meetings or departmental meetings was requested. (See Table 17, p. TT-31.) At Tulane and The University of California, no such meetings are held, and at the other two institutions, the two-thirds reported no attendance or attendance at only one meeting. Only one in nine reported as many as three meetings during the year.

Given the factors identified above, it might be anticipated that the social interaction between staff members in unstructured situations would also be low, and this is what we find. (See Table 18, p. TT-31.)

Two out of three of the teachers have had no contact or have met with a fellow teacher only once or twice to talk about the content or format of the courses which they are teaching. The reverse of this--"frequent discussions"--occurred for only about one in eight teachers. Social contacts among fellow faculty members outside of the institution followed essentially the same pattern.

The patterns of distribution for the four institutions were very similar in spite of somewhat different institutional arrangements, with the possible exception of The University of California, where there is a somewhat lower level of contact than in the other three institutions. For example, at The University of California, four out of five of the teachers reported no contact or only one or two contacts with fellow teachers.

TEACHER ATTITUDE TOWARD THEIR INSTITUTION.

In the sections above, the teacher's definition of his own role, his definition of the role of the students, and his relationship to other faculty members have been explored. In this section, attention will be given to certain system properties as seen by the teacher.

The first aspect of the system to be considered is the closeness of relationships between sub-groups within the institutions as seen by the teacher. Four pairs of sub-groups were used: student-faculty; student-faculty advisors; students-administration; and faculty-administration.

The relationships between these pairs was not seen as being very close in any of these institutions (See Table 19, p. TT-33.) The only pair which was judged to be farily close was the faculty-student relationship and even here only about one-half of the teachers in two institutions rated the relationship at this level. A sizable proportion of the teachers gave no answer to this question and this, in itself, is believed to be significant, since it probably reflects the inability of many of these teachers to render a judgment on this matter.

In spite of the high frequency with which teachers reported that the faculty-administration was not close, the teachers did not indicate that this was a serious problem intruding on their ability to achieve their adult education goals. Teachers seem to accept the relationship as given and some even prize the lack of curriculum supervision which goes with such a relationship.

When asked what factors were keeping them from achieving their adult education goals, approximately one-half stated that there were no factors or did not answer the question. Of those who did answer, one out of two referred to certain characteristics of the student group, such as diversity of background and discontinuity in attendance and ten per cent mentioned the differences in student and teacher goals.

However, even these system characteristics were viewed positively by many teachers. For example, working with students of diverse backgrounds was seen as being of "some importance" or "major importance" by 84 per cent of the teachers. (See Table 11, p. TT-24.)

In summary, the loose administrative structure, the limited degree of involvement in the system, the special character of the study body, lack of clear internal specification as to appropriate modes of behavior and other such system properties did not apparently intrude on the satisfactions which the teachers gained from teaching in their particular institutions. As noted earlier, one in four reported that the experience was "satisfying in all respects," and for another two-fourths, it was "satisfying in most respects."

GENERAL CONCLUSIONS.

As noted earlier, the data obtained on teachers have not been subjected to as intensive analysis as those for the students. Several major conclusions, however, may be noted. The teachers in the four institutions turn out to be very similar on almost all of the special dimensions examined, in spite of certain differences in size, scope of program, length of program, administrative structures, and the general ethnic backgrounds of the populations from which students are drawn. The image which the teachers have of their students is a positive one and the teachers report high satisfaction in their teaching experience.

Although the teachers do not spend a large block of their work time in the adult teaching program, the saliency of this experience for them seems to be very high. This high level of satisfaction with their teaching experience and their positive attitude toward their students may serve to explain in a measure how an institution with such a loose structure can maintain its continuity.

SUMMARY AND COMPARISON OF TEACHER QUESTIONNAIRE RESPONSES

New School - n = 57
N.Y.U. - n = 47
U. of Calif. n = 45
Tulane - n = 21
Total ——
170

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TABLE 1. IN YOUR OPINION, HOW IMPORTANT IS EACH OF THE FOLLOWING REASONS FOR ATTRACTING THE MAJORITY OF TEACHERS TO THE:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Being Able To Offer A Course One Could Not Teach Elsewhere										
Very important	29	51	17	36	15	33	10	48	71	42
Of some importance	14	24	17	36	19	42	8	38	58	34
Unimportant	3	5	5	11	7	16	2	10	17	10
No answer	11	19	8	17	4	9	1	5	24	14
Prestige Attached To Teaching At										
Very important	9	16	6	13	7	16	2	10	24	14
Of some importance	35	61	25	53	26	58	11	52	97	57
Unimportant	4	7	8	17	7	16	7	33	26	15
No answer	9	16	8	17	5	11	1	5	23	14
The Challenge Of Translating A Specialty Into Non-technical Terms										
Very important	13	23	14	30	9	20	5	29	42	25
Of some importance	22	39	19	40	19	42	8	38	68	40
Unimportant	13	23	5	11	10	22	4	19	32	19
No answer	9	16	9	19	7	16	3	14	28	16
To Be An Active Part Of The Adult Education Movement										
Very important	17	30	15	32	1	20	6	29	47	28
Of some importance	25	44	20	43	20	44	12	57	77	45
Unimportant	6	10	5	11	12	27	2	10	25	15
No answer	9	16	7	15	4	9	1	5	21	12
The Additional Income From Teaching At										
Very important	9	16	19	40	19	42	10	48	57	34
Of some importance	28	49	21	45	18	40	9	43	76	45
Unimportant	13	23	1	2	4	9	--	--	18	11
No answer	7	12	6	13	4	9	2	10	19	11

(continued)

(TABLE 1 - continued)

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
The Opportunity To Teach When No Other Academic Positions Are Available										
Very important	9	16	10	21	18	40	6	29	43	25
Of some importance	19	33	15	32	13	29	4	19	51	30
Unimportant	18	32	15	32	9	20	9	43	51	30
No answer	11	19	7	15	5	11	2	10	25	15
Association With An Impressive Faculty At										
Very important	7	12	4	9	--	--	2	10	13	10
Of some importance	30	53	25	53	--	--	8	38	63	50
Unimportant	12	21	9	19	--	--	9	43	30	24
No answer	8	14	9	19	--	--	2	10	19	15
The Opportunity For Professional Advancement										
Very important	5	9	7	15	10	22	3	14	25	15
Of some importance	22	39	20	43	17	38	11	52	70	41
Unimportant	19	33	12	26	11	24	6	29	48	28
No answer	11	19	8	17	7	16	1	5	27	16
To Help Provide Adults With Knowledge And Attitudes Necessary For Exercising Responsible Citizenship										
Very important	20	35	11	23	12	27	7	33	50	29
Of some importance	17	30	23	49	24	53	11	52	75	44
Unimportant	9	16	4	9	5	11	1	5	19	11
No answer	11	19	9	19	4	9	2	10	26	15
Learning How To Teach										
Very important	3	5	2	4	4	9	5	24	14	8
Of some importance	19	33	14	30	16	36	11	52	60	35
Unimportant	25	44	21	45	20	44	3	14	69	41
No answer	10	18	10	21	5	11	2	10	27	16

(continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Have A Forum For Presentation Of Ideas										
Very important	25	44	15	32	10	22	4	19	54	32
Of some importance	21	37	18	38	21	47	8	38	68	40
Unimportant	2	4	5	11	9	20	3	14	19	11
No answer	9	16	9	19	5	11	6	29	29	17
To Increase Diversity In Professional Life										
Very important	13	23	20	43	17	38	4	19	54	32
Of some importance	30	53	18	38	15	33	14	67	77	45
Unimportant	6	10	2	4	9	20	2	10	19	11
No answer	8	14	7	15	4	9	1	5	20	12
To Improve Competence In Teaching										
Very important	3	5	7	15	9	20	5	24	24	14
Of some importance	24	42	19	40	17	38	12	57	72	43
Unimportant	19	33	13	28	13	29	3	14	48	28
No answer	11	19	8	17	6	13	1	5	26	15
The Opportunity For Intellectual Stimulation										
Very important	24	42	19	40	19	42	6	29	68	40
Of some importance	21	37	19	40	15	33	9	43	64	38
Unimportant	4	7	2	4	7	16	5	24	18	11
No answer	8	14	7	15	4	9	1	5	20	12
Other										
Very important	3	5	9	19	6	13	1	5	19	11
Of some importance	2	4	--	--	3	7	--	--	5	3
Unimportant	--	--	--	--	--	--	1	5	1	1
No answer	52	91	38	81	35	78	19	90	4	85
No rate	--	--	--	--	1	2	--	--	1	1

(continued)

(TABLE 1 - continued)

IN YOUR OPINION, WHICH ONE OF THE FOLLOWING REASONS MIGHT BE THE MOST IMPORTANT?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Being able to offer a course you could not teach elsewhere	12	21	1	2	6	13	1	5	20	12
Prestige attached to teaching at	3	5	2	4	1	2	1	5	7	4
The challenge of translating a specialty into non-technical terms	1	2	5	11	--	--	2	10	8	4
To be an active part of the adult education movement	5	9	6	13	--	--	2	10	13	8
The additional income from teaching at	4	6	6	13	14	31	6	29	30	18
The opportunity to teach when no other academic positions are available	1	2	--	--	1	2	--	--	2	1
Association with an impressive faculty at	--	--	--	--	--	--	--	--	--	--
The opportunity for professional advancement	--	--	1	2	--	--	1	5	2	1
To help provide adults with knowledge and attitudes necessary for exercising responsible citizenship	6	10	3	6	3	7	3	14	15	9
Learning how to teach	--	--	--	--	--	--	--	--	--	--
To have a forum for presentation of ideas	2	4	5	11	1	2	1	5	9	5
To increase diversity in professional life	2	4	3	6	4	9	1	5	10	6
To improve competence in teaching	--	--	--	--	1	2	--	--	1	1

(continued)

(TABLE 1 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The opportunity for intellectual stimulation	3	5	5	11	6	13	1	5	15	9
Other	1	2	1	2	2	4	1	5	5	3
No answer	17	30	9	19	6	13	1	5	33	20

TABLE 2. HOW IMPORTANT WAS EACH OF THE FOLLOWING REASONS IN HAVING ATTRACTED YOU TO:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Being Able To Offer A Course You Could Not Teach Elsewhere										
Very important	25	44	17	36	20	44	11	52	73	43
Of some importance	9	16	11	23	12	27	3	14	35	21
Unimportant	18	32	14	30	13	29	5	24	50	29
No answer	5	9	5	11	--	--	2	10	12	7
Prestige Attached To Teaching At										
Very important	11	19	7	15	4	9	5	24	27	16
Of some importance	31	54	26	55	26	58	5	24	88	52
Unimportant	10	18	20	21	15	33	10	48	45	26
No answer	5	9	4	9	--	--	1	5	10	6
The Challenge Of Translating A Specialty Into Nontechnical Terms										
Very important	18	32	16	34	9	20	7	33	50	29
Of some importance	16	28	14	30	18	40	7	33	55	32
Unimportant	17	30	12	26	16	36	5	24	50	29
No answer	6	10	5	11	2	4	2	10	15	9
To Be An Active Part Of The Adult Education Movement										
Very important	24	42	16	34	12	27	5	24	57	34
Of some importance	21	39	21	45	17	38	11	52	70	41
Unimportant	7	12	6	13	16	36	4	19	33	19
No answer	5	9	4	9	--	--	1	5	10	6
The Additional Income From Teaching At										
Very important	13	23	19	40	20	44	10	48	62	37
Of some importance	24	42	23	49	18	40	9	43	74	44
Unimportant	16	28	4	9	7	16	2	10	29	17
No answer	4	7	1	2	--	--	--	--	5	3

(continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The Opportunity To Teach When No Other Academic Positions Are Available										
Very important	9	16	6	13	14	31	4	19	33	19
Of some importance	8	14	9	19	11	24	3	14	31	18
Unimportant	34	60	26	55	19	42	11	52	90	53
No answer	6	10	6	13	1	2	3	14	16	9
Association With An Impressive Faculty At										
Very important	7	12	8	17	--	--	2	10	17	14
Of some importance	24	42	20	43	--	--	6	29	50	40
Unimportant	20	35	13	28	--	--	11	52	44	35
No answer	6	10	6	13	--	--	2	10	14	11
The Opportunity For Professional Advancement										
Very important	5	9	8	17	7	16	7	33	29	16
Of some importance	13	23	18	38	11	24	5	24	47	28
Unimportant	33	58	17	36	25	56	8	38	83	49
No answer	6	10	4	9	2	4	1	5	13	8
To Help Provide Adults With Knowledge And Attitudes Necessary For Exercising Responsible Citizenship										
Very important	17	30	12	26	10	22	7	33	46	27
Of some importance	21	37	17	35	21	47	11	52	70	41
Unimportant	13	23	11	23	13	29	1	5	38	22
No answer	6	10	7	15	1	2	2	10	16	9
Learning How To Teach										
Very important	3	5	1	2	2	4	4	19	10	6
Of some importance	13	23	13	28	9	20	11	52	46	27
Unimportant	33	58	29	62	31	69	4	19	97	57
No answer	8	14	4	9	3	7	2	10	17	10

(continued)

(TABLE 2 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Have A Forum For Presentation Of Ideas										
Very important	22	39	16	34	14	31	4	19	56	33
Of some importance	25	44	16	34	11	24	10	48	62	37
Unimportant	6	10	11	23	17	38	5	24	39	23
No answer	4	7	4	9	3	7	2	10	13	8
To Increase Diversity In Your Professional Life										
Very important	20	35	24	51	18	40	3	14	65	38
Of some importance	24	42	15	32	11	24	13	62	63	37
Unimportant	9	16	5	11	14	31	4	19	32	19
No answer	4	7	3	6	2	4	1	5	10	6
To Improve Your Competence In Teaching										
Very important	5	9	8	17	11	24	5	24	29	17
Of some importance	25	44	22	47	19	42	10	48	76	45
Unimportant	21	37	13	28	13	29	5	24	52	31
No answer	6	10	4	9	2	4	1	5	13	8
The Opportunity For Intellectual Stimulation										
Very important	26	46	25	53	23	51	7	33	81	48
Of some importance	24	42	13	28	13	29	8	38	58	34
Unimportant	3	5	6	13	8	18	5	24	22	13
No answer	4	7	3	6	1	2	1	5	9	5
Other										
Very important	7	12	13	28	13	29	1	5	34	20
Of some importance	1	2	--	--	--	--	--	--	1	1
Unimportant	--	--	--	--	--	--	--	--	--	--
No answer	49	86	34	72	31	69	20	95	134	79
No rate	--	--	--	--	1	2	--	--	1	1

(continued)

IN YOUR OPINION, WHICH OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Being able to offer a course you could not teach elsewhere	9	16	3	6	6	13	1	5	19	11
Prestige attached to teaching at	2	4	--	--	2	4	--	--	4	2
The challenge of translating a specialty into nontechnical terms	4	7	5	11	--	--	2	10	11	6
To be an active part of the adult education movement	6	10	7	15	2	4	2	10	17	10
The additional income from teaching at	3	5	5	11	12	27	7	33	27	16
The opportunity to teach when no other academic positions are available	2	4	--	--	3	7	1	5	6	4
Association with an impressive faculty at	1	2	--	--	--	--	--	--	1	1
The opportunity for professional advancement	--	--	1	2	1	2	--	--	2	1
To help provide adults with knowledge and attitudes necessary for exercising responsible citizenship	4	7	1	2	--	--	1	5	6	4
Learning how to teach	5	9	--	--	--	--	1	5	6	4
To have a forum for presentation of ideas	3	5	4	9	1	2	1	5	9	5
To increase diversity in your professional life	--	--	7	15	5	11	1	5	13	8

(continued)

(TABLE 2 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To improve your competence in teaching	4	7	--	--	1	2	--	--	5	3
The opportunity for intellectual stimulation	3	5	4	9	2	4	1	5	10	6
Other	1	2	7	15	7	16	1	5	16	9
No answer	10	18	3	6	3	7	2	10	18	11

TABLE 3. THE FOLLOWING REPRESENT OBJECTIVES HELD BY SOME TEACHERS IN RELATION TO THEIR STUDENTS.

	NEW SCHOOL*		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL*	
	#	%	#	%	#	%	#	%	#	%
WHICH OF THE ABOVE OBJECTIVES MOST CLEARLY APPROXIMATES YOUR OWN?										
To provide adults with a meaningful way of spending leisure time	12	11	4	9	4	9	2	10	22	10
To awaken intellectual curiosity and awareness	34	32	21	45	20	44	9	43	84	38
To provide a broad perspective of your field	14	13	7	15	1	2	1	5	23	10
To convey the principles and concepts basic in your field	21	19	5	11	7	16	8	38	41	18
To impart a body of specific knowledge in your subject	14	13	5	11	7	16	--	--	26	12
To provide adults with skills or knowledge which will be useful in work or everyday living	14	13	2	4	5	11	1	5	22	10
No answer	--	--	3	6	1	2	--	--	4	2
WHICH OF THE FOLLOWING OBJECTIVES LEAST CLEARLY APPROXIMATES YOUR OWN?										
To provide adults with a meaningful way of spending leisure time	23	36	13	28	18	40	7	33	61	34
To awaken intellectual curiosity and awareness	2	3	1	2	1	2	--	--	4	2
To provide a broad perspective of your field	5	8	5	11	7	16	2	10	19	11

*MODIFIED NEW SCHOOL RESPONSES WITH SOME DUPLICATION

(continued)

(TABLE 3 - continued)

	NEW SCHOOL* #	NEW SCHOOL* %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL* #	TOTAL* %
To convey the principles and concepts basic in your field	3	5	2	4	1	2	--	--	6	3
To impart a body of specific knowledge in your subject	10	16	5	11	5	11	8	38	28	16
To provide adults with skills or knowledge which will be useful in work or everyday living	21	33	16	34	12	27	4	19	53	30
No answer	--	--	5	11	1	2	--	--	6	3

*MODIFIED NEW SCHOOL RESPONSES WITH SOME DUPLICATION

TABLE 4. WHAT FACTORS, IF ANY, ARE KEEPING YOU FROM ACHIEVING THE GOAL WHICH MOST CLEARLY APPROXIMATES YOUR OWN?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Time limitation	1	2	7	15	2	4	2	10	12	7
Limitation facilities	4	7	2	4	6	13	--	--	12	7
Discontinuity in attendance, curricular structure, and faculty administrative relationships	7	12	2	4	6	13	3	14	18	11
Heterogeneity of students	1	2	2	4	2	4	2	10	7	4
Limitations of students	6	10	2	4	3	7	1	5	12	7
Differences between student and teacher goals	3	5	2	4	3	7	1	5	9	5
Lack of student perseverance	6	10	3	6	6	13	--	--	15	9
None (don't know yet)	9	16	11	23	3	7	2	10	25	15
Other	4	7	2	4	--	--	--	--	6	4
No answer	16	28	14	30	14	31	10	48	54	32

TABLE 5. WHICH OF THE FOLLOWING POSITIONS REGARDING THE EDUCATION OF ADULTS DO YOU AGREE OR DISAGREE WITH?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The Teacher In An Adult Education Institution Should Tailor His Course To The Level Of The Students										
Agree	27	47	25	53	19	42	9	43	80	47
Strongly agree	9	16	5	11	3	7	4	19	21	12
Disagree	13	23	7	15	14	31	4	19	38	22
Strongly disagree	7	12	9	19	6	13	2	10	24	14
No answer	1	2	1	2	3	7	2	10	7	4
Because Of His Heavy Outside Commitments, The Only Responsibility Of The Adult Student Should Be To Attend Classes And To Participate In Them										
Agree	12	21	11	23	3	7	4	19	30	18
Strongly agree	3	5	2	4	1	2	--	--	6	4
Disagree	21	37	21	45	18	40	14	67	74	44
Strongly disagree	16	28	7	15	22	49	3	14	48	28
No answer	5	9	6	13	1	2	--	--	12	7
To Obtain A Desirable Level Of Achievement, Teachers Must Maintain High Academic Standards*										
Agree	28	49	23	49	25	56	15	71	91	54
Strongly agree	7	12	14	30	11	24	5	24	37	22
Disagree	10	18	7	15	6	13	1	5	24	14
Strongly disagree	3	5	1	2	--	--	--	--	4	2
No answer	9	16	2	4	3	7	--	--	14	8

*AT NEW SCHOOL, QUESTION WAS PHRASED "TO OBTAIN ANY HIGH LEVEL ACHIEVEMENT, TEACHERS MUST MAINTAIN ACADEMIC DISCIPLINE."

(continued)

(TABLE 5 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Although Teachers Cannot Assume That Adult Students Are Familiar With The Relevent Literature In The Field, They Do Have Real Life Experiences Which Can Serve As A Good Substitute										
Agree	26	46	20	43	20	44	7	33	73	43
Strongly agree	7	12	5	11	2	4	3	13	17	10
Disagree	13	23	13	28	16	36	8	38	50	29
Strongly disagree	4	7	2	4	1	2	2	10	9	5
No answer	7	12	7	15	6	13	1	5	21	12

TABLE 6. PLEASE INDICATE TO WHAT EXTENT YOU CONSIDER THE ACTIVITIES LISTED BELOW AS VALUABLE IN YOUR TEACHING OF ADULTS.

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Supplement Lecture With Discussion										
Essential	36	63	30	64	30	67	15	71	111	65
Valuable	15	26	10	21	12	27	6	29	43	25
Of little value	2	4	1	2	2	4	--	--	5	3
Not valuable	2	4	1	2	--	--	--	--	3	2
No answer	2	4	5	11	1	2	--	--	8	5
To Give Occasional Homework										
Essential	26	46	14	30	23	51	2	10	65	38
Valuable	10	18	27	56	12	27	7	33	56	33
Of little value	11	19	2	4	4	9	8	38	25	15
Not valuable	6	10	1	2	3	7	3	14	13	8
No answer	4	7	3	6	3	7	1	5	11	6
To Assign Required Reading										
Essential	19	33	18	38	27	60	1	5	65	38
Valuable	22	39	23	49	11	24	13	62	69	41
Of little value	8	14	1	2	3	7	5	24	17	10
Not valuable	4	7	1	2	1	2	2	10	8	5
No answer	4	7	4	9	3	7	--	--	11	6
To Require A Textbook										
Essential	17	30	15	32	25	56	2	10	59	35
Valuable	8	14	14	30	14	31	12	57	48	28
Of little value	12	21	4	9	2	4	3	14	21	12
Not valuable	15	26	11	23	2	4	4	19	32	19
No answer	5	9	3	6	2	4	--	--	10	6
To Be Available To Students For Discussion Before And After Classes										
Essential	23	40	17	36	16	36	6	29	62	37
Valuable	24	42	21	45	26	58	10	48	81	48
Of little value	2	4	5	11	2	4	5	24	14	8
Not valuable	4	7	--	--	--	--	--	--	4	2
No answer	4	7	4	9	1	2	--	--	9	5

(continued)

(TABLE 6 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Hold Individual Conferences With Students										
Essential	19	33	11	23	6	13	6	29	42	25
Valuable	28	49	24	51	29	64	12	57	13	55
Of little value	3	5	4	9	6	13	3	14	16	9
Not valuable	4	7	1	2	2	4	--	--	7	4
No answer	3	5	7	15	2	14	--	--	12	7
To Lecture Entire Period With Almost No Discussion										
Essential	--	--	--	--	1	2	--	--	1	1
Valuable	5	9	6	13	5	11	2	10	18	11
Of little value	18	32	12	26	12	27	10	48	52	31
Not valuable	30	53	24	51	25	56	9	43	88	52
No answer	4	7	5	11	2	4	--	--	11	6
To Encourage Students To Participate										
Essential	43	75	34	72	33	73	18	86	128	75
Valuable	10	18	8	17	12	27	3	14	33	19
Of little value	--	--	1	2	--	--	--	--	1	1
Not valuable	1	2	--	--	--	--	--	--	1	1
No answer	3	5	4	9	--	--	--	--	7	4
To Ask Specific Students Questions										
Essential	16	28	16	34	17	38	6	29	55	32
Valuable	20	35	14	30	16	36	9	43	59	35
Of little value	8	14	8	17	6	13	5	24	27	16
Not valuable	9	16	6	13	6	13	1	5	22	13
No answer	4	7	3	6	--	--	--	--	7	4
To Insist Students Do Assignments										
Essential	14	25	8	17	16	36	5	24	43	25
Valuable	13	23	16	34	15	33	3	14	47	28
Of little value	10	18	14	30	8	18	10	48	42	25
Not valuable	14	25	7	15	4	9	3	14	28	17
No answer	6	10	2	4	2	4	--	--	10	6

(continued)

(TABLE 6 - continued)

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
To Provide Suggested Reading										
Essential	17	30	21	45	12	27	6	29	56	33
Valuable	24	42	22	47	31	69	13	62	10	53
Of little value	4	7	2	4	--	--	2	10	8	5
Not valuable	6	10	--	--	--	--	--	--	6	4
No answer	6	10	2	4	2	4	--	--	10	6
To Ask Students Questions Which Assess What Students Have Learned										
Essential	18	32	14	30	23	51	6	29	61	36
Valuable	19	33	18	38	16	36	9	43	62	37
Of little value	6	10	9	19	1	2	5	24	21	12
Not valuable	10	18	5	11	3	7	1	5	19	11
No answer	4	7	1	2	2	4	--	--	7	4
To Require A Term Paper Or Project										
Essential	7	12	4	9	13	29	2	10	26	15
Valuable	20	35	14	30	15	33	4	19	53	31
Of little value	12	21	9	19	8	18	7	33	36	21
Not valuable	14	25	10	21	8	18	8	38	40	24
No answer	4	7	10	21	1	2	--	--	15	9
To Give A Weekly Quiz										
Essential	1	2	2	4	2	4	1	5	6	4
Valuable	7	12	3	6	16	36	1	5	22	16
Of little value	17	30	12	26	12	27	8	33	48	28
Not valuable	27	47	21	45	14	31	12	57	74	44
No answer	5	9	9	19	1	2	--	--	15	9
To Use Audio Or Visual Aids										
Essential	10	18	15	32	12	27	11	52	48	28
Valuable	20	35	19	40	18	40	7	33	64	38
Of little value	9	16	4	9	6	13	2	10	21	12
Not valuable	12	21	4	9	7	16	1	5	24	14
No answer	6	10	5	11	2	4	--	--	13	8

(continued)

(TABLE 6 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Lead Students In Discussion With A Minimum Of Lecture										
Essential	70	18	7	15	3	7	3	14	23	14
Valuable	19	33	17	36	14	31	10	48	60	35
Of little value	12	21	9	19	15	33	7	33	43	25
Not valuable	9	16	7	15	9	20	1	5	26	15
No answer	7	12	7	15	4	9	--	--	18	11
To Ask Students Questions Which Elicit Their Views And Opinions										
Essential	21	37	19	40	12	27	9	43	61	36
Valuable	26	46	19	40	22	49	7	33	74	44
Of little value	6	10	3	6	5	11	3	14	17	10
Not valuable	1	2	2	4	4	9	1	5	8	5
No answer	3	5	4	9	2	4	1	5	10	6
To Use Student Reports As A Focus Of Class Discussion										
Essential	8	14	6	13	1	2	--	--	15	9
Valuable	18	32	17	36	18	40	9	43	62	37
Of little value	7	12	8	17	10	22	6	29	31	18
Not valuable	18	32	10	21	14	31	6	29	48	28
No answer	6	10	6	13	2	4	--	--	14	8

TABLE 7. TEACHERS VARY IN THE APPROACH THEY EMPLOY IN WORKING WITH ADULT STUDENTS. Please indicate the approaches you intend to employ this semester.

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Lecture										
Lecture only			--	--	--	--	--	--	--	--
Lecture and occasional discussion			8	17	11	24	1	5	20	18
Lecture and discussion			25	53	25	56	16	76	66	58
Discussion and occasional lecture			6	13	6	13	4	19	16	14
Discussion only			4	9	1	2	--	--	5	4
No answer			4	9	2	4	--	--	6	5
Out Of Class Work										
No out of class work expected of students			3	7	3	7	2	10	8	7
Occasional and limited out of class work expected			20	43	10	22	13	62	43	38
Frequent out of class work expected of students			14	30	17	38	4	19	35	31
Extensive and time-consuming out of class work expected of students			9	19	14	31	2	10	25	22
No answer			1	2	1	2	--	--	2	2
Student Contact										
No contact with students outside of class expected			5	11	8	18	3	14	16	14
Occasional contact with students outside of class expected			28	60	29	64	16	76	73	65
Frequent contact with students outside of class expected			12	26	7	16	2	10	21	19
Extensive contact with students outside of class expected			--	--	--	--	--	--	--	--
No answer			2	4	1	2	--	--	3	3

TABLE 8. TO WHAT EXTENT DO THE FOLLOWING DESCRIPTIONS APPLY TO THE STUDENTS AT:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Students Are More Interested In Learning Than In Just Getting A Degree										
None	--	--	--	--	--	--	--	--	--	--
A few	2	4	--	--	9	20	4	19	15	9
Majority	47	82	27	57	22	49	15	71	111	65
All of them	3	5	16	34	6	13	2	10	27	16
No answer	5	9	4	9	8	18	--	--	17	10
Students Are Here Primarily For Social Intercourse										
None	6	10	11	23	13	29	3	14	33	19
A few	38	67	31	66	20	44	16	76	105	62
Majority	--	--	--	--	1	2	2	10	3	2
All of them	--	--	--	--	--	--	--	--	--	--
No answer	13	23	5	11	11	24	--	--	29	17
Students Represent An Unusual Diversity Of Backgrounds										
None	--	--	--	--	--	--	1	5	1	1
A few	2	4	9	19	8	18	13	14	22	13
Majority	38	66	26	55	22	49	10	18	96	56
All of them	9	16	8	17	5	11	6	29	28	17
No answer	8	14	4	9	10	22	1	5	23	14
Students Are Infatuated With The Romance of Ideas										
None	4	7	--	--	5	11	1	5	10	6
A few	31	54	27	57	27	60	17	81	102	60
Majority	5	9	8	17	--	--	1	5	14	8
All of them	--	--	1	2	--	--	--	--	1	1
No answer	17	30	11	23	13	29	2	10	43	25

(continued)

(TABLE 8 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Students Drop Out Of Their Courses When The Going Gets Rough										
None	3	5	2	4	1	2	2	10	8	5
A few	40	70	36	77	29	64	13	62	118	69
Majority	3	5	4	9	4	9	5	24	16	9
All of them	--	--	--	--	--	--	--	--	--	--
No answer	11	19	5	11	11	24	1	5	28	17
Students Are Rich In Life Experiences										
None	--	--	1	2	--	--	--	--	1	1
A few	13	23	16	34	14	31	12	57	55	32
Majority	33	58	25	53	19	42	9	43	86	51
All of them	--	--	1	2	2	4	--	--	3	2
No answer	11	19	4	9	10	22	--	--	25	15
Students Are Intellectual Dilettantes										
None	2	4	4	9	4	9	2	10	12	7
A few	37	65	33	70	26	58	15	71	111	65
Majority	8	14	6	13	4	9	3	14	21	12
All of them	--	--	--	--	--	--	--	--	--	--
No answer	10	18	4	9	11	24	1	5	26	15
Students Have Inadequate Educational Backgrounds										
None	5	9	3	6	6	13	--	--	14	8
A few	35	61	31	66	26	58	18	86	110	65
Majority	7	12	5	11	2	4	3	14	17	10
All of them	--	--	1	2	--	--	--	--	1	1
No answer	10	18	7	15	11	24	--	--	28	17
Students Have A More Serious And Sober Attitude Than Students In A Regular Academic Institution										
None	--	--	--	--	--	--	--	--	--	--
A few	14	25	12	26	13	29	6	29	45	26
Majority	30	53	21	45	17	38	14	67	82	48
All of them	2	4	5	11	4	9	1	5	12	7
No answer	11	19	9	19	11	24	--	--	31	18

TABLE 9. AMONG THE PROFESSIONAL ACTIVITIES YOU ARE CURRENTLY ENGAGED IN, HOW WOULD YOU RATE YOUR TEACHING AT THE:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Teaching Activities										
More important to you than your other teaching activities	14	25	6	13	5	11	--	--	25	15
Less important to you than your other teaching activities	4	7	1	2	6	13	5	24	16	9
About the same to you as your other teaching activities	23	40	14	30	20	44	6	29	63	37
Not applicable)	(16)	(28)	24	51	13	29	10	48	63	37
No answer)			2	4	1	2	--	--	3	2
Practice Of Your Profession										
More important to you than the practice of your profession	4	7	--	--	--	--	--	--	4	2
Less important to you than the practice of your profession	17	30	6	13	18	40	12	51	53	31
About the same to you as the practice of your profession	19	33	26	55	13	29	3	14	61	36
Not applicable)	(17)	(30)	13	28	12	27	6	29	48	28
No answer)			2	4	2	4	--	--	4	2
Artistic And Creative Work										
More important to you than your artistic and creative work	6	10	1	2	1	2	--	--	8	5
Less important to you than your artistic and creative work	18	32	10	21	11	24	9	43	48	28
About the same to you as your artistic and creative work	16	28	21	45	19	42	3	14	59	35
Not applicable)	(17)	(30)	13	28	12	27	9	43	51	30
No answer)			2	4	2	4	--	--	4	2

TABLE 10. HOW SATISFYING DO YOU FIND TEACHING AT:

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Satisfying in all respects			13	28	11	24	3	14	27	24
Satisfying in most respects			25	53	22	49	12	57	59	52
Satisfying in some respects only			6	13	2	4	5	24	13	12
No answer			3	6	10	22	1	5	14	12

TABLE 11. HOW IMPORTANT IS EACH OF THE FOLLOWING FOR YOUR SATISFACTION IN TEACHING YOUR COURSE?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Teaching Experience										
Of major importance	14	25	13	28	23	51	9	43	59	35
Of some importance	18	32	22	47	16	36	8	38	64	38
Not important	17	30	7	15	5	11	3	14	32	19
No answer	8	14	5	11	1	2	1	5	15	9
Trying New Teaching Techniques										
Of major importance	15	26	11	23	10	22	5	24	41	24
Of some importance	16	28	23	49	23	51	12	57	74	44
Not important	14	25	7	15	10	22	3	14	34	20
No answer	12	21	6	13	2	4	1	5	21	12
Organizing Material For A Book										
Of major importance	4	7	6	13	5	11	--	--	15	9
Of some importance	17	39	12	26	10	22	5	24	44	26
Not important	25	44	23	49	28	62	14	67	90	53
No answer	11	19	6	13	2	4	2	10	21	12
Working With Students Of Diverse Backgrounds And Ideas										
Of major importance	26	46	21	45	18	40	7	33	72	43
Of some importance	22	39	18	38	21	47	8	38	69	41
Not important	4	7	5	11	5	11	5	24	19	11
No answer	5	9	3	6	1	2	1	5	10	6

(continued)

(TABLE 11 - continued)

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Teaching Without Curriculum Supervision										
Of major importance	15	26	19	40	12	27	6	29	52	31
Of some importance	19	33	13	28	14	31	3	14	49	29
Not important	12	21	13	28	16	36	11	52	52	31
No answer	11	19	2	4	3	7	1	5	17	10
Acting As A Catalyst In The Intellectual Development of Adult Students										
Of major importance	30	53	29	62	24	53	8	38	91	54
Of some importance	13	23	9	19	18	40	10	48	50	29
Not important	3	5	5	11	2	4	2	10	12	7
No answer	11	19	4	9	1	2	1	5	17	10
Providing Students With An Opportunity For Self-Understanding										
Of major importance	22	39	24	51	9	20	8	38	62	37
Of some importance	17	30	15	32	22	49	10	48	64	38
Not important	7	12	4	9	11	24	2	10	24	14
No answer	11	19	4	9	3	7	1	5	9	11
Drawing Out Professional And Artistic Potential *Skills Of Adult Students*										
Of major importance	21	37	20	43	12	27	10	48	63	37
Of some importance	18	32	16	34	19	42	8	38	61	36
Not important	7	12	5	11	10	22	2	10	24	14
No answer	11	19	6	13	4	9	1	5	22	13
Being In Contact With Professional Colleagues										
Of major importance			2	4	3	7	4	19	9	8
Of some importance			25	53	14	31	2	10	41	36
Not important			14	30	25	56	14	67	53	47
No answer			6	13	3	7	1	5	10	9
Additional Sources of Satisfaction										
Of major importance	19	33	13	28	15	33	2	10	49	29
Of some importance	1	2	2	4	1	2	--	--	4	2
Not important	--	--	--	--	--	--	--	--	--	--
No answer	37	65	31	66	27	60	19	90	114	67
No rate	--	--	1	2	2	4	--	--	3	2

TABLE 12. HAVE YOU EVER TAUGHT IN ANOTHER EDUCATIONAL SETTING?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Yes	53	93	43	91	44	98	15	71	155	91
No	4	7	3	6	1	2	4	19	12	7
No answer	--	--	1	2	--	--	2	10	3	2

IF YES, HOW SATISFYING DO YOU FIND TEACHING AT THE ________ COMPARED TO TEACHING YOU HAVE DONE OR ARE CURRENTLY DOING IN OTHER EDUCATIONAL SETTINGS?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Compared to: Junior College										
More satisfying			5	11	4	9	1	5	10	9
Less satisfying			--	--	--	--	1	5	1	1
About the same			1	2	3	7	--	--	4	4
No answer			41	87	38	84	19	90	98	87
Undergraduate College										
More satisfying	16	28	12	26	5	11	1	5	34	20
Less satisfying	3	5	5	11	5	11	8	38	21	12
About the same	11	19	12	26	7	16	3	14	33	19
No answer	27	47	18	38	28	62	9	43	82	48
Graduate School										
More satisfying	5	9	1	2	--	--	--	--	6	4
Less satisfying	8	14	8	17	8	18	6	29	30	18
About the same	5	9	3	6	4	9	3	14	15	9
No answer	39	68	35	74	33	73	12	57	119	70
Another Adult Education Institution										
More satisfying	18	32	8	17	--	--	2	10	28	22
Less satisfying	--	--	1	2	--	--	1	5	2	2
About the same	2	4	11	23	--	--	--	--	13	10
No answer	37	65	27	57	--	--	18	86	82	66
Extension Division of College										
More satisfying	7	12	3	6	--	--	--	--	10	8
Less satisfying	1	2	1	2	--	--	--	--	2	2
About the same	2	4	--	--	--	--	--	--	2	2
No answer	47	82	43	91	--	--	21	100	111	89

(continued)

(TABLE 12 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Evening Session College										
More satisfying	9	16	6	13	--	--	1	5	16	13
Less satisfying	1	2	2	4	--	--	--	--	3	2
About the same	4	7	2	4	--	--	--	--	6	5
No answer	43	75	37	79	--	--	20	95	100	80
Correspondence Course										
More satisfying			1	2	5	11	1	5	7	6
Less satisfying			--	--	--	--	--	--	--	--
About the same			--	--	--	--	--	--	--	--
No answer			46	98	40	89	20	95	106	94
High School, Adult Education										
More satisfying	12	21	5	11	5	11	--	--	22	13
Less satisfying	--	--	--	--	--	--	--	--	--	--
About the same	--	--	--	--	--	--	--	--	--	--
No answer	45	79	42	89	40	89	21	100	148	87
Industry Training Program										
More satisfying			--	--	1	2	1	5	2	2
Less satisfying			--	--	--	--	--	--	--	--
About thessame			2	4	--	--	--	--	2	2
No answer			45	96	44	90	20	95	109	96
Professional Art Or Music School										
More satisfying			1	2	1	2	--	--	2	2
Less satisfying			4	9	1	2	1	5	6	5
About the same			5	11	1	2	2	10	8	7
No answer			37	79	42	93	18	86	97	86
Others										
More satisfying	3	5	9	19	5	11	3	14	20	12
Less satisfying	2	4	--	--	--	--	--	--	2	1
About the same	3	5	3	6	1	2	--	--	7	4
No answer	49	86	35	74	39	87	18	86	141	83

TABLE 13. HOW WOULD YOU COMPARE THE PRESTIGE OF TEACHING AT THE ________ TO THAT OF TEACHING IN OTHER EDUCATIONAL SETTINGS?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Teaching At ________ Offers: Compared to:										
High School										
Higher prestige	28	49	28	60	38	84	15	71	109	64
Same prestige	--	--	3	6	--	--	1	5	4	2
Lower prestige	1	2	1	2	1	2	--	--	3	2
No answer	28	49	15	32	6	13	5	24	54	32
Junior College										
Higher prestige			23	49	25	56	10	48	58	51
Same prestige			3	6	12	27	5	24	20	18
Lower Prestige			1	2	1	2	1	5	3	3
No answer			20	43	7	16	5	24	32	28
Undergraduate College										
Higher prestige	14	25	5	11	1	2	--	--	20	12
Same prestige	16	28	20	43	10	22	6	29	52	31
Lower prestige	8	14	9	19	28	62	12	57	57	34
No answer	19	33	13	28	6	13	3	14	41	24
Graduate School										
Higher prestige	--	--	--	--	1	2	--	--	1	1
Same prestige	12	21	7	15	10	22	1	5	30	18
Lower prestige	17	30	21	45	28	62	17	81	83	49
No answer	28	49	19	40	6	13	3	14	56	33
Professional School										
Higher prestige			2	4	5	11	1	5	8	7
Same prestige			11	23	14	31	1	5	26	23
Lower prestige			18	38	20	44	15	71	53	47
No answer			16	34	6	13	4	19	26	23

TABLE 14. WHO, IN YOUR OPINION, SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATION SETTING?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
The teacher	13	23	11	23	6	13	3	14	33	19
The student	4	7	5	11	5	11	5	24	19	11
Both should share equally	35	61	28	60	30	67	13	62	106	62
No answer	5	9	3	6	4	9	--	--	12	7

TABLE 15. HOW SIMILAR SHOULD THE PERSONAL RELATIONSHIP BETWEEN TEACHER AND STUDENT BE TO THAT USUALLY FOUND IN OTHER ACADEMIC SETTINGS?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Very similar	4	7	16	21	9	20	1	5	24	14
Somewhat similar	36	63	20	43	30	67	16	76	102	60
Not similar at all	13	23	13	28	5	11	3	14	34	20
No answer	4	7	4	9	1	2	1	5	10	6

BRIEFLY, IN WHAT RESPECTS DO YOU FEEL THIS PERSONAL RELATIONSHIP SHOULD BE SIMILAR TO THAT AT DIFFERENT KINDS OF SCHOOLS?

Teacher accessible for discussions and questions	1	2	1	2	1	5	3	3
Peer group relationship-"Adults to Adults"	3	6	2	4	1	5	6	5
Student free to approach teacher with questions	--	--	--	--	1	5	1	1
Show respect for teacher and discipline	2	4	5	11	1	5	8	7
Dependent on type of course and individual concerned	2	4	--	--	--	--	2	2
Acceptance of student-teacher roles as in other schools	11	23	14	31	1	5	26	23
Closer in relation to personal contact	3	6	2	4	2	10	7	6
Greater contact in relation to course	1	2	5	11	--	--	6	5
Other	2	4	1	2	3	14	6	5
No answer	22	47	15	33	11	52	48	42

(continued)

(TABLE 15 - continued)

IN WHAT RESPECT DO YOU FEEL IT SHOULD BE DIFFERENT?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Peer type of relationship- "Adults to Adults"			7	15	8	18	4	19	19	17
Less academic discipline			4	9	3	7	--	--	7	6
Teacher more flexible and adaptable			4	9	4	9	1	5	9	8
More contact and communication about subject			3	6	4	9	1	5	8	7
More personal contact			3	6	1	2	1	5	5	4
More informal			3	6	5	11	1	5	9	8
Less contact			1	2	3	7	--	--	4	4
No difference			3	6	2	4	1	5	6	5
Other			1	2	2	4	--	--	3	3
No answer			18	38	13	29	12	57	43	38

TABLE 16. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH STUDENTS?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Very formal	--	--	--	--	--	--	--	--	--	--
Formal	2	4	2	4	8	18	1	5	13	8
Informal	46	81	36	77	26	58	17	81	125	74
Very informal	3	5	7	15	4	9	2	10	16	9
Undecided	3	5	1	2	6	13	1	5	11	6
No answer	3	5	1	2	1	2	--	--	5	3

TABLE 17. DID YOU, DURING THIS PAST SEMESTER (OR DURING THE LAST SEMESTER YOU TAUGHT AT THE ________) ATTEND ANY FACULTY OR DEPARTMENTAL MEETINGS?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Faculty Meetings:										
No	16	28	24	51					40	38
Yes, no number mentioned	1	2	2	4					3	3
Yes, one	20	35	10	21					30	29
Yes, two	6	10	4	9					10	10
Yes, three	8	14	4	9					12	11
No answer	6	10	3	6					9	9
Departmental Meetings:										
No	14	25	26	55					40	38
Yes, no number mentioned	--	--	1	2					1	1
Yes, one	18	32	5	11					23	22
Yes, two	6	10	3	6					9	9
Yes, three	9	16	4	9					13	12
No answer	10	18	8	17					18	17

TABLE 18. NOW, OMITTING FACULTY OR DEPARTMENTAL MEETINGS, DID YOU, DURING THE PAST SEMESTER:

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Have conversations or exchanges of ideas with any other ________ faculty member(s) regarding the content or format of your course?										
No	20	35	15	32	24	53	7	33	66	39
Yes, no frequency mentioned	--	--	--	--	--	--	--	--	--	--
Yes, frequently	7	12	11	23	1	2	2	10	21	12
Yes, infrequently	14	25	9	19	5	11	5	24	33	19
Yes, once or twice only	12	21	10	21	11	24	6	29	39	23
No answer	4	7	2	4	4	9	1	5	11	6

(continued)

(TABLE 18 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Have conversations or exchanges of ideas with any other ______ faculty member(s) at the ______ about issues, concepts, or problems in your field?										
No	20	35	18	38			11	52	49	39
Yes, no frequency mentioned	--	--	--	--			--	--	--	--
Yes, frequently	11	19	10	21			--	--	21	17
Yes, infrequently	13	23	12	26			7	33	32	26
Yes, once or twice only	8	14	5	11			1	5	14	11
No answer	5	9	2	4			2	10	9	7
Meet with fellow ______ faculty member(s) socially, outside the ______										
No	20	35	18	38	29	64	8	38	75	44
Yes, no frequency mentioned	--	--	--	--	--	--	--	--	--	--
Yes, frequently	5	9	10	21	2	4	4	19	21	12
Yes, infrequently	16	28	12	26	5	11	7	33	40	24
Yes, once or twice only	11	19	5	11	5	11	--	--	21	12
No answer	5	9	2	4	4	9	2	10	13	8
Have conversations or exchanges of ideas with any other university college faculty member(s) regarding the content or format of his course										
No	26	46	21	45	26	58	8	38	81	48
Yes, no frequency mentioned	--	--	--	--	--	--	--	--	--	--
Yes, frequently	4	7	6	13	2	4	1	5	13	8
Yes, infrequently	14	25	9	19	3	7	5	24	31	18
Yes, once or twice only	8	14	9	19	10	22	5	24	32	19
No answer	5	9	2	4	4	9	2	10	13	8

TABLE 19. IN YOUR OPINION, HOW CLOSE ARE RELATIONSHIPS AT:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Students - Faculty										
Very close	9	16	5	11	3	7	3	14	20	12
Fairly close	30	53	24	51	17	38	7	33	78	46
Not very close	5	9	8	17	10	22	8	38	31	18
Not close at all	2	4	4	9	2	4	1	5	9	5
No answer	11	19	6	13	13	29	2	10	32	19
Student - Faculty Advisers										
Very close	--	--	--	--			--	--	--	--
Fairly close	10	18	7	15			5	24	22	18
Not very close	14	25	10	21			5	24	29	23
Not close at all	7	12	5	11			3	14	15	12
No answer	26	46	25	53			8	38	59	47
Students - Administration										
Very close	--	--	1	2	--	--	--	--	1	1
Fairly close	4	7	4	9	4	9	5	27	17	10
Not very close	9	16	14	30	17	38	4	19	44	26
Not close at all	19	33	11	23	9	20	5	24	44	26
No answer	25	44	17	36	15	33	7	33	64	38
Faculty - Administration										
Very close	3	5	6	13	2	4	1	5	12	7
Fairly close	11	19	15	32	11	24	6	29	43	25
Not very close	23	40	12	26	14	31	9	43	58	34
Not close at all	8	14	4	9	4	9	1	5	17	10
No answer	12	21	10	21	14	31	4	19	40	24

TABLE 23. AGE AT LAST BIRTHDAY:

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Up to 25	--	--	--	--	1	2	1	5	2	1
25 - 34	8	14	1	2	16	36	9	43	34	20
35 - 44	17	30	15	32	9	20	6	29	47	28
45 - 54	11	19	14	30	11	24	5	24	41	24
55 - 64	15	26	13	28	4	9	--	--	32	19
65 and over	4	7	4	9	3	7	--	--	11	6
No age given	2	4	--	--	1	2	--	--	3	2

TABLE 24. SEX.

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Male	39	68	36	77	34	76	19	90	128	75
Female	18	32	11	23	11	24	2	10	42	25

TABLE 25. MARITAL STATUS

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Single	9	16	6	13	6	13	3	14	24	14
Married	38	67	32	68	36	80	14	67	120	71
Divorced	3	5	6	13	1	2	1	5	11	6
Widowed	5	9	2	4	1	2	---	--	8	5
Separated	1	2	1	2	1	2	3	14	6	4
No answer	1	2	--	--	--	--	--	--	1	1

TABLE 26. HOW MANY CHILDREN DO YOU HAVE?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
None	23	40	18	38	15	33	6	29	62	37
One	11	19	6	13	6	13	2	10	25	15
Two	14	25	17	36	11	24	9	43	51	30
Three	3	5	4	9	7	16	2	10	16	9
Four	1	2	1	2	5	11	1	5	8	5
Five	--	--	--	--	--	--	--	--	--	--
Six	1	2	--	--	--	--	1	5	2	1
No answer	4	7	1	2	1	2	--	--	6	4

TABLE 27. WHAT WAS YOUR FATHER'S OCCUPATION?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Professional	19	33	13	28	18	40	8	38	58	34
Managerial, executive or proprietor or large business	12	21	10	21	4	9	4	19	30	18
Small business owner or manager	14	25	13	28	10	22	2	10	39	23
Farm owner or renter	1	2	1	2	--	--	1	5	3	2
Clerical or sales	--	--	--	--	2	4	3	14	5	3
Skilled worker or foreman	3	5	4	9	6	13	--	--	13	8
Semi-skilled worker	2	4	2	4	2	4	1	5	7	4
Unskilled worker or farmer	1	2	3	6	1	2	1	5	6	4
Other (specify)	2	4	--	--	2	4	1	5	5	3
No answer	3	5	1	2	--	--	--	--	4	2

TABLE 28. IN WHAT TYPE OF COMMUNITY DID YOU SPEND THE MAJOR PART OF YOUR YOUTH?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Farm	3	5	4	9	1	2	2	10	10	6
Village or town (under 10,000)	4	7	4	9	5	11	2	10	15	9
Small city (10,000 - 50,000)	6	10	10	21	7	16	2	10	25	15
Suburb or large city	11	19	12	26	18	40	13	62	54	32
Metropolitan city (1,000,000 or more)	31	54	17	36	14	31	2	10	64	38
No answer	2	4	--	--	--	--	--	--	2	1

TABLE 27. WHAT WAS YOUR FATHER'S OCCUPATION?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Professional	19	33	13	28	18	40	8	38	58	34
Managerial, executive or proprietor or large business	12	21	10	21	4	9	4	19	30	18
Small business owner or manager	14	25	13	28	10	22	2	10	39	23
Farm owner or renter	1	2	1	2	--	--	1	5	3	2
Clerical or sales	--	--	--	--	2	4	3	14	5	3
Skilled worker or foreman	3	5	4	9	6	13	--	--	13	8
Semi-skilled worker	2	4	2	4	2	4	1	5	7	4
Unskilled worker or farmer	1	2	3	6	1	2	1	5	6	4
Other (specify)	2	4	--	--	2	4	1	5	5	3
No answer	3	5	1	2	--	--	--	--	4	2

TABLE 28. IN WHAT TYPE OF COMMUNITY DID YOU SPEND THE MAJOR PART OF YOUR YOUTH?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Farm	3	5	4	9	1	2	2	10	10	6
Village or town (under 10,000)	4	7	4	9	5	11	2	10	15	9
Small city (10,000 - 50,000)	6	10	10	21	7	16	2	10	25	15
Suburb or large city	11	19	12	26	18	40	13	62	54	32
Metropolitan city (1,000,000 or more)	31	54	17	36	14	31	2	10	64	38
No answer	2	4	--	--	--	--	--	--	2	1

TABLE 29. IN WHAT COUNTRY DID YOU SPEND THE MAJOR PART OF YOUR YOUTH?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
U.S.A.	32	56	35	74	29	64	20	95	116	68
Germany	6	10	1	2	3	7	--	--	10	6
Europe	12	21	8	17	10	22	1	5	31	18
Other	5	9	3	6	3	7	--	--	11	6
No answer	2	4	--	--	--	--	--	--	2	1

TABLE 30. WHAT DO YOU CONSIDER TO BE YOUR MAIN OCCUPATION OR PROFESSION?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Teaching	21	37	19	40	28	62	7	33	75	44
Artist	7	12	9	19	5	11	5	24	26	15
Musician	3	5	4	9	--	--	1	5	8	5
Writer	4	7	7	15	1	2	--	--	12	7
Business executive	5	9	--	--	1	2	2	10	8	5
Social scientist	3	5	3	6	7	16	1	5	14	8
Psychoanalyst	4	7	2	4	3	7	--	--	9	5
Other	6	10	3	6	--	--	3	24	14	8
No answer	4	7	--	--	--	--	--	--	4	2

TABLE 31. DURING THE USUAL YEAR, APPROXIMATELY WHAT PER CENT OF YOUR TIME DO YOU DEVOTE TO THE FOLLOWING ACTIVITIES?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Teaching And Preparing Classes At The										
0 to 9%	9	16	6	13	8	18	5	24	28	17
10 to 19%	17	30	11	23	22	49	10	48	60	35
20 to 29%	14	25	16	34	7	16	2	10	39	23
30 50 39%	4	7	2	4	--	--	--	--	6	4
40 to 49%	1	2	2	4	2	4	--	--	5	3
50 to 59%	2	4	1	2	1	2	--	--	4	2
60 to 69%	--	--	2	4	--	--	--	--	2	1
70 to 79%	1	2	1	2	1	2	--	--	3	2
80 to 89%	1	2	--	--	--	--	--	--	1	1
90% and over	--	--	--	--	--	--	--	--	--	--
No answer	8	14	6	13	4	9	4	19	22	13
Teaching And Preparing Classes At Other Than The										
0 to 9%	9	16	4	9	1	2	1	5	15	9
10 to 19%	12	21	5	11	2	4	2	10	21	12
20 to 29%	4	7	4	9	2	4	1	5	11	6
30 to 39%	2	4	2	4	7	16	--	--	11	6
40 to 49%	1	2	3	6	5	11	4	19	13	8
50 to 59%	4	7	4	9	2	4	2	10	12	7
60 to 69%	2	4	2	4	1	2	2	10	7	4
70 to 79%	3	5	--	--	4	9	--	--	7	4
80 to 89%	--	--	--	--	--	--	--	--	--	--
90% and over	--	--	--	--	1	2	--	--	1	1
No answer	20	35	23	49	20	44	9	43	72	43
Writing Books										
0 to 9%	7	12	3	6	2	4	1	5	13	8
10 to 19%	8	14	4	9	2	4	1	5	15	9
20 to 29%	4	7	1	2	5	11	--	--	10	6
30 to 39%	4	7	--	--	1	2	--	--	5	3
40 to 49%	1	2	2	4	2	4	--	--	5	3
50 to 59%	--	--	3	6	--	--	--	--	3	2
60 to 69%	--	--	--	--	--	--	--	--	--	--
70 to 79%	--	--	--	--	--	--	--	--	--	--
80 to 89%	--	--	--	--	--	--	--	--	--	--
90% and over	--	--	--	--	--	--	--	--	--	--
No answer	33	58	34	72	33	73	19	90	119	70

(continued)

(TABLE 31 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Other Writing For Publication										
0 to 9%	16	28	6	13	4	9	4	19	30	18
10 to 19%	7	12	4	9	9	20	2	10	22	13
20 to 29%	2	4	2	4	3	7	--	--	7	4
30 to 39%	1	2	--	--	2	4	1	5	4	2
40 to 49%	--	--	--	--	--	--	--	--	--	--
50 to 59%	--	--	2	4	1	2	--	--	3	2
60 to 69%	1	2	--	--	--	--	--	--	1	1
70 to 79%	--	--	--	--	--	--	--	--	--	--
80 to 89%	--	--	--	--	--	--	--	--	--	--
90% and over	--	--	--	--	--	--	--	--	--	--
No answer	30	53	33	70	26	58	14	67	103	61
Working At Occupation Or Profession										
0 to 9%	3	5	--	--	--	--	--	--	3	2
10 to 19%	1	2	3	6	2	4	1	5	7	4
20 to 29%	3	5	4	9	3	7	1	5	11	6
30 to 39%	1	2	2	4	3	7	2	10	8	5
40 to 49%	4	7	3	6	2	4	2	10	11	6
50 to 59%	5	9	2	4	--	--	--	--	7	4
60 to 69%	3	5	2	4	2	4	1	5	8	5
70 to 79%	5	9	--	--	1	2	2	10	8	5
80 to 89%	2	4	1	2	3	7	1	5	7	4
90% and over	--	--	3	6	2	4	3	17	8	5
No answer	30	53	27	57	27	60	8	38	92	54
Own Research										
0 to 9%	10	18	5	11	6	13	2	10	23	14
10 to 19%	6	10	9	19	6	13	5	24	26	15
20 to 29%	2	4	3	6	6	13	--	--	11	6
30 to 39%	2	4	2	4	2	4	1	5	7	4
40 to 49%	--	--	--	--	2	4	--	--	2	1
50 to 59%	--	--	3	6	1	2	--	--	4	2
60 to 69%	--	--	--	--	--	--	--	--	--	--
70 to 79%	--	--	--	--	--	--	--	--	--	--
80 to 89%	1	2	--	--	--	--	--	--	1	1
90% and over	--	--	--	--	--	--	--	--	--	--
No answer	36	63	25	53	22	49	13	62	96	56

(continued)

(TABLE 31 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Consulting, Private										
0 to 9%	7	12	3	6	4	9	--	--	25	15
10 to 19%	1	2	--	--	4	9	--	--	5	3
20 to 29%	--	--	--	--	--	--	3	14	3	2
30 to 39%	--	--	--	--	--	--	--	--	--	--
40 to 49%	--	--	1	2	1	2	--	--	2	1
50 to 59%	--	--	--	--	--	--	--	--	--	--
60 to 69%	--	--	--	--	--	--	--	--	--	--
70 to 79%	--	--	1	2	--	--	--	--	1	1
80 to 89%	--	--	--	--	--	--	--	--	--	--
90% and over	---	--	--	--	--	--	--	--	--	--
No answer	49	86	42	89	36	80	18	86	135	79
Artistic Creation										
0 to 9%	5	9	3	6	2	4	1	5	11	6
10 to 19%	3	5	2	4	2	4	--	--	7	4
20 to 29%	2	4	2	4	2	4	1	5	7	4
30 to 39%	--	--	1	2	1	2	1	5	3	2
40 to 49%	--	--	1	2	1	2	2	10	4	2
50 to 59%	2	4	4	9	1	2	1	5	8	5
60 to 69%	2	4	--	--	--	--	--	--	2	1
70 to 79%	1	2	1	2	--	--	--	--	2	1
80 to 89%	--	--	2	4	--	--	--	--	2	1
90% and over	1	2	--	--	--	--	--	--	1	1
No answer	41	72	31	66	36	80	15	71	123	72
Other										
0 to 9%	3	5	1	2	6	13	--	--	10	6
10 to 19%	4	7	3	6	4	9	--	--	11	6
20 to 29%	2	4	1	2	--	--	1	5	4	2
30 to 39%	1	2	1	2	1	2	--	--	3	2
40 to 49%	1	2	--	--	1	2	--	--	2	1
50 to 59%	1	2	2	4	--	--	--	--	3	2
60 to 69%	--	--	--	--	--	--	2	10	2	1
70 to 79%	--	--	--	--	--	--	--	--	--	--
80 to 89%	--	--	--	--	1	2	--	--	1	1
90% and over	--	--	--	--	--	--	--	--	--	--
No answer	45	79	39	83	32	71	18	86	134	79

TABLE 32. WHEN DID YOU TEACH YOUR FIRST COURSE AT THE__________?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Fall	34	60	21	47	33	70	19	90	107	63
Spring	17	30	17	38	9	19	2	10	45	26
Summer	5	9	6	13	3	6	--	--	14	8
No answer	1	2	1	2	2	4	--	--	4	2
YEAR										
1964	--	--	4	9	10	22	2	10	16	9
1963	7	12	6	13	11	24	5	24	29	17
1962	12	21	4	9	7	16	1	5	24	14
1961	6	10	--	--	--	--	1	5	7	4
1960	2	4	2	4	--	--	--	--	4	2
1959	--	--	2	4	3	7	1	5	6	4
1958	--	--	7	15	4	9	2	10	13	8
1957	4	7	3	6	2	4	1	5	10	6
1956	4	7	1	2	--	--	1	5	6	4
1955	1	2	2	4	1	2	--	--	4	2
1954	2	4	2	4	--	--	--	--	4	2
1953	1	2	2	4	1	2	--	--	4	2
1952	1	2	3	6	1	2	--	--	5	3
1951	1	2	--	--	--	--	2	10	3	2
1950	1	2	2	4	--	--	1	5	4	2
1949	--	--	1	2	--	--	3	14	4	2
1948	3	5	2	4	1	2	1	5	7	4
1947	2	4	--	--	1	2	--	--	3	2
1946	4	7	1	2	2	4	--	--	7	4
1945	--	--	2	4	--	--	--	--	2	1
1944	1	2	--	--	--	--	--	--	1	1
1943	1	2	--	--	--	--	--	--	1	1
1940	1	2	--	--	--	--	--	--	1	1
1937	1	2	--	--	--	--	--	--	1	1
1936	--	--	--	--	1	2	--	--	1	1
1935	1	2	--	--	--	--	--	--	1	1
1932	--	--	1	2	--	--	--	--	1	1
1928	1	2	--	--	--	--	--	--	1	1

TABLE 33. DO YOU PLAN TO CONTINUE TEACHING AT THE:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Yes	51	90	45	96	43	96	20	95	159	94
No	--	--	--	--	1	2	1	5	2	1
No answer	6	10	2	4	1	2	--	--	9	5

TABLE 34. DO YOU HOPE TO INCREASE YOUR TEACHING LOAD, i.e., TEACH MORE COURSES?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Yes	21	37	18	38	13	29	7	33	59	35
No	29	51	25	53	31	69	14	67	99	58
No answer	7	12	4	9	1	2	--	--	12	7

CHAPTER III

THE STUDENT IN ADULT EDUCATION

The discussion of the adult student is organized into five sections:

Section I: is a description of student's social characteristics, motivations, goals, images, etc., for the four institutions studied.

Section II: examines the relationship between the field in which the student is taking courses and the reasons leading to his participation in adult education. Field of study is also related to the kind of satisfaction obtained.

Section III: examines the effect of age on sources of satisfaction derived from adult education.

Section IV: presents an analysis of two fairly distinct groups of students: those who are attracted to adult education for general "intellectual stimulation" and those who seek to obtain "specific knowledge" in one area. The characteristics of these two groups is described for the four institutions.

Section V: reports on a more intensive study of these bipolar student motives for participation in adult education in relation to the New School data. A number of the indices which were developed for differentiating the two groups are described and the consistency with which the groups differ, notwithstanding the index employed, is illustrated.

SECTION I: PROFILE OF THE ADULT STUDENT.

Sex and Age Distribution. The students at the four insitutions studied are predominantly female. The sample of 531 students shows that there are approximately two females to every male (63% female, 37% male). (Table 17-B, p. ST-30.)

The preponderance of female students in "liberal adult education" in our sample is characteristic of liberal adult education programs, not only for the institutions in our sample but for the country as a whole. Inclusion of figures on engineering and business education students would have increased the proportion of male students.

Nonetheless, this skewed sex distribution in "higher adult education" deserves comment. Several factors may be involved. One: men have more opportunity to acquire a regular college and university education than have women. For the woman then, liberal adult education offers an alternative mechanism for educational involvement. Two: it may well be that the role of the part-time adult student in our society is by and large more legitimate for women than for men. Pressures on the man to maximize occupational advancement or economic gain in "free time" may be considerably greater than for the woman.

In turn there may operate some social pressure on the older woman with less visible obligations, to utilize her "free time" constructively. Finally, participation in adult education also permits the woman to achieve intellectual and cultural aspirations which had to be postponed during periods of childbearing and domestic commitments.

Sixty-two per cent of the students are under 35 years of age. The range by institution is from 42% under 35 years of age at Tulane to 74% under 35 at The University of California.(Table 17-A, p. ST-30.)

Marital Status. Over half the students (55%) are single, 33% are married and 12% are either divorced, widowed or separated. (Table 18, p. ST-30.) This latter figure is considerably higher than for the general population.

The students were raised, generally, in an urban environment; 69% of the students spent the major part of their youth in a metropolitan area or suburb thereof; 30% of the students spent their youth on a farm, in a village, or in a small town. There is some variation in urban background by institution. The per cent of students raised in a metropolitan area or suburb ranges from 79% at The New School to 54% at Tulane. (See Table 24, p. ST-32.)

Using the general New York City area population as a basis for comparison, it is clear that the sample represents a select segment of the adult population. Taking persons 25 years of age and over, the U.S. Census for New York City shows 5.2% of the population to have completed four years of college, while in the sample, 28% of the students have completed four years of college. Those with "some college" (i.e., completed the first three years of college) only constitute 8% of the New York population, 25 years and over, while they constitute 24% of the study students.

It seems clear that while there are no entrance requirements or specifications of requisite educational background, that the clientele of liberal adult education is drawn almost entirely from a group with considerable formal education. The desire for more educational experience apparently is more easily generated in those who have already been exposed to college or graduate work.

Father's Occupation. The occupation of the students' father reflects their middle-class origins. Thus, over a quarter (26%) reported that their father was a small business owner or manager; over 20% reported that their father was a professional, and 18% described his occupation as that of a manager, executive, or proprietor of a large business. (See Table 23, p. ST-32.) Skilled worker or foreman was given as the father's occupation by 14% of the students. Only 16% of father's occupations indicate a lower than middle-class status--namely, clerical, semi-skilled or unskilled worker, etc.

The majority of students, then, were raised in an urban, middle-class America where education is positively valued.

Education. Adult students already have had considerable formal education. Twenty-eight per cent of the students have a Bachelors Degree and 16% have an advanced degree. Twenty-four per cent have had "some college." The majority of students have already participated in "higher" education. (See Table 20, p. ST-31.)

The occupations in which students find themselves are varied. The largest group of students are in the "professions," which includes, teachers, artists and writers, (33%). Almost one-quarter of the students (24%)are in the "White Collar" occupations, including secretaries, office workers and salesmen. There are as many business executives (6%) as there are "students." Ten per cent of the students list their occupations as housewives. Skilled and semi-skilled workers are conspicuous by their absence from the sample. (See Table 26, p. ST-33.)

The special characteristics of the adult student presents an intriguing paradox which shall be discussed in the final section (Issues and Implications) of this report. While the availability of non-restricted educational resources provides a mechanism for acquiring education for those who originally did not go beyond high school or did not complete high school, the educational programs of the four institutions studied do not seem to attract this group. Its appeal is to those who have already been socialized to educational praticipation, and who are in "symbol manipulating" occupations.

Student Motivation. When students were asked which of fourteen reasons might be the"most important" for having attracted them to their adult education institution, the largest percentage, a quarter of the students, gave as their reason, "the opportunity for intellectual stimulation." Over one-fifth of the students gave the reason, "to acquire specific knowledge of a field or subject." No other reason received more than a seven per cent response. (See Table 2, p. ST-5.)

An alternate method for differentiating student motivation consisted in asking the student to check each of the fourteen reasons as being: "Very Important, "Important," or"Not too Important" for having attracted them to participate in adult education work.

Sixty per cent of the students checked "the opportunity for intellectual stimulation" as a "Very Important" reason. Fifty-eight per cent reported "to acquire specific knowledge of a field or subject" as a "Very Important" reason for attracting them to the institution. These two reasons were the only ones considered "Very Important" by over 50% of all students.

In answer to a question about student objectives, the same pattern emerges again; the students' main objectives are "to stimulate intellectual curiosity" and to "learn a body of specific knowledge in a subject."

Analysis of student motivations and objectives not reported here demonstrates some overlap between being attracted to adult education programs to recieve "intellectual stimulation" and to fulfill a quest for "self understanding." Similarly, there appears a relationship between the "specific knowledge" and the "specific skills" motivation, that is, some students are attracted for both reasons.

In data reported in Section III and Section IV of this chapter, the bipolar quality of student motivations emerges sharply. Students differentiated in terms of the most important reason for attending do, indeed, differ in a number of ways: in terms of sex and age distribution, field of interest, sources of satisfaction, and expectations of classroom work. Extent and duration of commitment to adult education as indicated by patterns of course taking, etc., are also dissimilar.

The grouping of students observed in Table 2 (p. ST-5) into the "intellectual stimulation" and "specific knowledge" groups show up consistently throughout this study.

Student Expectations of Educational Activities. A majority of students do expect that some out-of-class work is essential for achieving their objectives in attending courses at an adult education institution. Fifty-nine per cent of the students consider doing required reading as essential (Table 6, ST-13). Only six per cent of the students viewed required reading as either of "little value" or "not valuable." Suggested readings are seen only as half as essential, 25% of the students consider it"essential," while 67% consider suggested reading as "valuable."

If reading is considered important, so is "occasional homework." Homework is considered "essential" by 47% of the students, and "valuable" by 41% of the students.

The use of a required textbook is viewed as "essential" by 40% of the students and "valuable" for 38% of the students. Fifteen per cent consider this "of little" or "no value."

The students expect "to participate in class dicussion." This expectation is voiced as "essential" by 36% of the students and "valuable" by 49% of the students. Twelve per cent consider such participation of "little value" or "not valuable." The class discussion method is given priority over a course format where students are "able to listen to entire lectures where no discussion is expected." This latter method is viewed by 43% of the students as being of "little value" or "not valuable."

At the other extreme, "little value" is placed on "engaging in discussion with a minimum of lecture." Only 6% of the students consider this "essential," 32% consider it "valuable," and 56% consider it of "little value," or "not valuable." The students then, expect some give and take in the classroom, rejecting the straight lecture or straight discussion format.

Students here seem to expect and support an educational format which is rather similar to one they have already been exposed to in previous educational settings. Conception of the adult student role involves, perhaps, somewhat less out-of-class work than their previous educational statuses but conforms to a traditional view with respect to teaching methods and procedures.

The activities that relate to student interaction with the teacher, such as "being able to talk to teacher before and after class"; "being questioned about what the student has learned"; "having individual conferences with teacher"; being asked specific questions, etc., are seen as "valuable" by about half of the students. More students view these kinds of teacher-student contact as being of "little value" or not "valuable" than see them as being "essential." There is some incongruence in the pattern of answers since the student, by and large, expects to do his reading and assignments, yet he does not expect to be questioned by the teacher.

Comparison of Student Satisfaction with Different Kinds of Educational Experience. The level of satisfaction of adult students with their educational experience seems to be high when they compare it to their previous educational experiences in junior college, college and graduate school. (See Table 10, p. ST-23.)

Of the 320 students who compared their current adult education experience to undergraduate college, 34% rated their current education as "more satisfying" and 28% found it "less satisfying." For the sample as a whole, students compared adult education somewhat unfavorably with graduate school but The New School group expressed greater satisfaction with participation at The New School. This comparison, of course, can only be made by those who have had some graduate education. When comparing their experiencesat the four university-type adult education programs with other educational experiences having an adult education character, students expressed considerably "more satisfaction" with the programs in which they are currently enrolled.

RELATIVE IMPORTANCE IN RELATION TO OTHER LEISURE-TIME ACTIVITIES.

In evaluating the significance of adult educational activity, a comparison with alternatives available to the student becomes of interest.

Activities such as reading, watching TV, attending the theater, concerts, etc., appear to have some functional equivalence to adult education. Three-quarters of the students indicated that attending classes at their educational institution was "more important" to them than watching television. Almost the same proportion of students found attending classes to be "more satisfying" than going to dances (71%), or going skiing (70%). Attending classes was also considered by the majority of students to be "more important" than seeing films (67%) or listening to records (62%). (See Table 8, p. ST-18.)

There were two activities that were considered by a majority of students to be about as important to them as attending classes: namely, the reading of "good" books (55%) and attendance at lectures or classes at other institutions (58%).

IMAGE OF ADULT STUDENT.

It has sometimes been suggested that participation in adult education permits an adult to assume a role which he values in general. It provides a mechanism whereby he may claim appreciation and respect from a variety of significant others. One reason for enrollment in adult education, then, is to achieve the identity of the adult student. Table 11 (p. ST-25) shows the extent to which the students in the sample considered their "image" improved vis-a-vis specific role partners as a result of their educational efforts. The effect of participation seems to be viewed as more significant in relation to friends than in relation to family members and fellow workers. For example, 47% of the students view their "image" improved as a result of attendance of adult education courses. Interestingly, there seems to be some regional difference in the estimate of social support for such educational activity with students in the Northeast (New School, NYU) where there is generally a more positive effect of such activity than students in the South (Tulane) or West (University of California).

SECTION II: RELATION OF FIELD OF STUDENT TO MOTIVATION AND SOURCE OF SATISFACTION.

A more detailed analysis was undertaken with The New School data to learn how the particular course of study pursued by the student was related to his initial motivations for participation in adult education and the kinds of satisfaction he derived from that participation.

Students in the four major fields do indeed vary in terms of their reason for participation. Students taking work in the Humanities and the Social Sciences differ markedly from students taking work in Languages and the Arts in terms of the two major motivational groups identified. Using as a basis for differentiation either answers to "most important reason" for attending or the statement "student goal" demonstrates that Humanities and Social Science students are more likely to be attracted to adult education for the "opportunity for intellectual stimulation" and that students concerned with the acquisition of "specific knowledge" are much more likely to be found in the Language and Arts fields.

MOST IMPORTANT REASON BY FIELD

Most Important Reason	Total Number	Humanities	Social Science	Languages	Arts
Intellectual Stimulation	56	41%	43%	9%	7%
Acquire specific Knowledge	36	19%	19%	39%	22%

STUDENT GOALS BY FIELD

Student Goal	Total Number	Humanities	Social Science	Language	Arts
Intellectual Stimulation	56	39%	45%	5%	11%
Acquire Specific Knowledge	33	27%	12%	36%	24%

COMBINED MOTIVATIONAL TYPE BY FIELD

Combined Motivational Type	Total Number	Humanities	Social Science	Language	Arts
Specific Knowledge	46	26%	17%	33%	24%
Mixed	50	30%	20%	22%	28%
Intellectual Stimulation	85	42%	41%	8%	9%
Total	181	35%	29%	18%	18%

Three tables presented here in relation to the text for the reader's convenience show that the direction of relationship between motivation for adult education and field of study holds irrespective of the type or complexity of the index used for differentiating motivational types. A more detailed account of the procedure used to differentiate motivational groups is described in Section V of the student section of the report.

The type of satisfaction emphasized by the student also appears related to the field of study in which the student is engaged. "The opportunity for self understanding" (Table 35, p. ST-37) is of "major importance" for those students engaged in the Social Sciences, while it is "not important" for those studying Languages. "Becoming a more interesting person" (Table 37, p. ST-37) is "not important" for those engaged in the

Arts, while it is of "major importance" for the Humanities students. "The development of artistic potential" (Table 39, p. ST-38) is of "major importance" for Arts students and "not important" for students studying Social Sciences.

Students generally consider "being taught by teachers of diverse backgrounds and experience" (Table 40, p. ST-38) a source of satisfaction. However, the satisfaction is much stronger for those in the Humanities and Social Sciences, with a somewhat lesser value placed on it by the Language and Arts students.

Generally, it can be seen that Language and Arts students place less importance on either contact with diverse students or being taught by teachers of diverse backgrounds. The satisfaction derived from interaction with either teachers or students is of less importance for Language and Arts students than for the Humanities and Social Science students.

SECTION III: RELATION OF AGE OF STUDENTS TO SOURCES OF SATISFACTION.

It would appear reasonable that the age of the student may have some relevance to the type of satisfactions he derives from being an adult student. There, however, appear to be less differences in terms of source of satisfaction between students under 35 and 35 and over than one would have assumed. For example, one might have assumed that alternative educational resources would be more available to the younger than to the older student. Therefore, there would have been some basis for the assumption that the older student would value "the opportunity for a course not available elsewhere" more than the younger student. However, about a third of the younger and older adult students consider this "of major importance." (See Table 47, p. ST-42.)

In two areas, however, significant differences do emerge. The student under 35 values "the contact with students of diverse backgrounds" which he expects to occur in adult education settings to a considerably greater extent than does the older students. (See Table 45, p. ST-42.)

Similarily he expects the experience to contribute markedly to his personal development and thus 35% of the younger students consider "becoming a more interesting person" "of major importance" as a source of satisfaction in adult education. (See Table 46, p. ST-42.)

In some respects, then, the younger students expect to derive more benefit from the experience than the older students. However, it may be that the older students have had more extensive experience with this kind of educational setting and their expectations have been modified in the light of this experience.

SECTION IV: ANALYSIS OF STUDENT MOTIVATIONS IN FOUR INSTITUTIONS (I)

This section relates the different purposes motivating students to participate in adult educational systems to student demographic characteristics (age, sex); behavioral vaiables (number of courses taken, year first attended); and attitudinal variables (teacher-student relationship, work allocation). Differences between institutions and distribution of motives and goals within institutions are commented upon. This analysis involves relatively few variables for each institution.

A classification of motives and goals is developed in detail for one institution--The New School. There the consequences of type of goals held by student for kinds of satisfaction derived from adult education are investigated. The resulting analysis shows the ramifications and dimensions of the two motivational types. (See Section V, p. ST-46.)

DEMOGRAPHIC.

Sex. The female student in adult education institutions tends to be more likely to give "intellectual stimulation" as the "most important" reason for attending the adult education center. This reason was most frequent, varying from 27% of all females (University of California and Tulane) to 33% (The New School). Male students, on the other hand, are more likely to give as the "most important" reason for attendance that of "acquiring specific knowledge." Only at The New School were male students evenly divided (27%) between "intellectual stimulation" and "specific knowledge." At the other institutions, male students ranged from 23% (University of California) to 37% (Tulane) in replying that their "most important" reason for attending was "to acquire specific knowledge."

Age. There is a general tendency for older students (35 years and older) to be more "specific knowledge" oriented than are the younger (under 35 years) students.

The New School students show the widest difference among the younger students by the two reasons. "Intellectual stimulation" was "most important" for 36% of the young students, while "specific knowledge" was "most important" for only 18% of the young students.

In turn, Tulane showed the widest difference among the older students. "Intellectual stimulation" was "most important" for 12% of the older students, while "specific knowledge" was "most important" for 33% of the older students.

Overall, the older students tend to be more "specific knowledge" oriented, while younger students prefer "intellectual stimulation."

BEHAVIORAL.

Another question of interest is how "new" students differed from "old" students in the kinds of motivation for adult education they represented.

First, for "new" students (those attending for the first time), it is clear that the four institutions have differential inputs of students by orientation. The New School has twice as many new students whose orientation is "intellectual stimulation" (38%) than those ~~whose~~ orientation is "specific knowledge" (19%). Tulane, on the other hand, has virtually the reverse situation, with 42% of the "new" students having "specific knowledge" orientation, while only 17% have an "intellectual stimulation" orientation. The Tulane situation, however, may be idiosyncratic as a result of the preponderance of Art students which, in the Tulane sample, gives an undue weight toward the "specific knowledge" orientation.

Secondly, all institutions show a predominately "intellectual stimulation" orientation for students who first attended ten years ago. If initial orientation ten years ago was distributed about the same as today, then it would appear that students motivated by a range of interests (intellectual stimulation) would tend to return to a greater extent than those with "specific knowledge" skill-oriented motivation.

Pattern of Commitment (Number of courses enrolled in by semester).

An important issue relates to whether the adult student's motivation is related to a pattern of participation in adult education and thus to the type of commitment he is willing to make. These, indeed, seem to be in relationship.

There is a consistent pattern of course-taking holding for all institutions in terms of the two motivational groups. Among those students who take one course or more per semester, there are more whose orientation is "intellectual stimulation" than "specific knowledge." For both University of California and New York University, the tendency for more "intellectual stimulation" orientations than "specific knowledge" orientations to be found among those students who take one course or more per semester is most distinct.

For students who take less than one course per semester, "specific knowledge" motivations override "intellectual stimulation" orientations. This trend persists for each institution except The University of California where both orientations appear with the same frequency in this group.

TEACHER-STUDENT RELATIONSHIP.

It is interesting to note that there is no consistent relationship between students' motivation and expectation of either a "formal" or "informal" relationship with their teacher. There is a general pattern of expecting a more "informal" relationship with teachers in adult education than with teachers in other educational settings. Among those students who expect a "formal" relationship with their teacher, Tulane and The New School had students predominantely attracted by "intellectual stimulation"; while at New York University and The University of California they were predominantely "specific knowledge" students.

Among those students who expect an "informal" relationship with their teacher at the New York University and at The New School, the students were predominantely "intellectual stimulation" students, while at Tulane and at The University of California they were predominantely "specific knowledge" students.

Who Should Do Most of the Work? With regard to work expectations institutional differences are not of major significance and there are virtually no differences between student motivational groups. The major institutional difference appears to be at New York University among those who expect the teacher to do "most of the work." Over one-third (36%) of these students are "intellectual stimulation" oriented, and there are no students who expect the teacher to do "most of the work" among the "specific knowledge" students.

HOW LONG DO STUDENTS EXPECT TO CONTINUE TAKING COURSES?

There is a general expectation among "intellectual stimulation" students that they will continue taking courses for a somewhat longer period than will "specific knowledge" students. This is most clearly seen for The New School and The University of California and less clearly seen for Tulane and New York University.

Quite a number of students in all institutions did not have their long-range plans formulated and, hence, did not answer this question.

The Most Important Reason By Field. There is a consistency in the relation between the students' motivation and their field of study. In the Humanities, 33% (University of California) to 93% (Tulane) of all students gave as their most important reason for attending "intellectual stimulation."

For Social Science students, this reason was also considered the most important in all institutions. "Intellectual stimulation" was rated by 20% (Tulane) to 45% (New School) of the Social Science students. Only in Tulane was this percentage matched by another goal, perhaps because of the small number of students involved.

For Languages, there were from 34% (University of California) to 45% (New York University) of all students who gave as their most important reason for participation, the acquisition of "specific knowledge." This reason appeared most often for Language students in all institutions. Tulane does not offer Language courses.

For Performing and Creative Arts students in all institutions, the most frequent reason given was "to acquire specific knowledge." The responses ranged from 24% (New School) to 40% (University of California) of all students in the Arts field giving this reason.

Generally, it is seen that Language and Arts students are more "specific knowledge" oriented, while Humanities and Social Science students are more "intellectual stimulation" oriented. These findings hold for all institutions.

SECTION V: ANALYSIS OF STUDENT MOTIVATIONS (II): THE NEW SCHOOL.

In order to better understand the responses given and to attempt a typification of the motivational groups, a more detailed analysis was undertaken using The New School respondents. Many cross-tabulations were made to determine the amount of consistency in item responses for students in what will be called the "Intellectual Stimulation Group" and the "Specific Knowledge Group." While many refinements are possible, operationally, three methods are shown. The first utilizes the response to the "Most Important Reason" item, with only two categories--"Intellectual Stimulation" and "Specific Knowledge." The second method is based on a cross-tabulation of two student objectives--"to stimulate intellectual curiosity" and "to learn a body of specific knowledge." Two groups are made up based on those students whose objective is most approximated by each. The third method

(Index) is based on a combination of student goals and "most important reason" for attending. One group of students is made up of those who give as "most important reason" the "opportunity for intellectual stimulation" and state that the goal "to acquire specific knowledge" least approximates theirs. (Intellectual Stimulation Group.) The other groups of students are made up of those who pick as their "most important reason" "to learn a body of specific knowledge" and state that the goal "to stimulate intellectual curiosity" least approximates theirs.

The three methods of determining the adult students' bipolar positions are:

1. The Most Important Reason (The opportunity for intellectual stimulation vs. To acquire specific knowledge.)
2. The Student Goal (To stimulate intellectual curiosity vs. To learn a body of specific knowledge.)
3. Index Utilizing Both the Most Important Reason and The Student Goal. (The opportunity for intellectual stimulation and goal not "to learn a body of specific knowledge" and "to acquire specific knowledge" and goal not "to stimulate intellectual curiosity.)

Sex. Looking first at sex by these three indices of "intellectual stimulation" and "specific knowledge," it becomes clear, and is shown consistently that males tend toward "specific knowledge" and females toward "intellectual stimulation" (See Table 58, p. ST-47.) The sex role in education has tended to see females as involved in "cultural" affairs to a greater degree than for males.

Field. It has clearly been documented that the students' initial motivation should not be randomly distributed among the four fields of study under investigation, but clustered around those fields that are oriented toward "intellectual stimulation" or "specific knowledge." This motivation should be the basis of the student's expectation toward his field of study as well as the work he expects to do in his course. The results do, in fact, show that these students oriented toward "intellectual stimulation," are found predominantly in two fields--the Humanities and Social Sciences, while those students motivated toward "specific knowledge" are mainly in the Languages and Creative Arts field. (See Table 59, p. ST-47.)

Satisfaction. This understanding of the relationship between motivation and fields of study places the previous discussion of the findings of the field of study in a new light. The differences noted with regard to the sources of satisfaction can now be viewed as the consequences of the initial motivation which led to both the satisfaction expected and the field of study chosen.

The relation of the attitudes toward satisfaction and the motivation are shown on Table 61 (p. ST-48). Each of the three methods for determining polarity of motivation gives consistent results. The "intellectual stimulation" student tends to consider a multitude of sources of satisfaction as being of "major importance," while the "specific knowledge" student tends to consider only three sources of satisfaction as being of greater major importance than the others. These sources of satisfaction are "filling in specific educational gaps," "development of artistic potential and skills," and "gaining new insights in adjusting to a rapidly changing world." This latter source of satisfaction was considered to be of "major importance" by over 90% of the "specific knowledge" students.

For the "intellectual stimulation" students, that source of satisfaction considered to be of "major importance" for about 80% of the students was "further intellectual development." Other high sources of satisfaction for this group were: "being taught by teachers of diverse backgrounds and experience" and "preventing mental stagnation."

Work Expectation. The relationship between motivation and work expectations can be seen on Table 60 (p. ST-47). There appear to be consistent patterns (again, using the three methods) of expectation toward what work will be required of "intellectual stimulation" and "specific knowledge" students. This table deals only with the per cent of these students considering each work activity as "essential."

A clear tendency (consistent by three methods) appears for the "specific knowledge" students to expect to:

1. be asked specific questions by teachers,
2. be questioned about what they have learned,
3. do occasional homework,
4. use a required textbook, and
5. do written assignments.

The pattern for the "intellectual stimulation" students is to expect to:

1. have individual conferences with teacher,
2. be able to talk to your teacher before and after class,
3. do suggested readings,
4. be able to listen to entire lecture where there is no discussion expected, and
5. be asked to give your views and opinions.

The remaining work expectations (required reading, term paper, weekly quiz, engage in discussion, participate in discussion, and give reports and discuss them) appear to be common to both groups of students.

One can say that the "specific knowledge" students expect to do more work, or at least that more will be expected of them. They expect to be asked specific questions and be questioned about what they have learned. This can be contrasted with the "intellectual stimulation" students who expect to be asked for their views and opinions. The "intellectual stimulation" students expect more exchanges with teachers, though on a conference basis or before and after class. The communication process for "specific knowledge" students is via direct questioning or through homework and written assignments. Such feedback is not evident among the "intellectual stimulation" students who would expect to listen to the lecture with no discussion expected. The traditional educational experience is reflected in the "specific knowledge" complex of work expectations.

DISCUSSION.

A detailed analysis of the two major motivational groupings of adult students has been undertaken with The New School student data. The term "motivation" here is not employed in a psychological sense of needs or drives, but rather is intended to describe the reasons which attract or propel a student to allocate a portion of his time and effort to adult educational activity. Three different indices were employed to differentiate among student motivations. By whatever method employed, students tended to fall into two major groups. Some students exhibited a mixture of motivations and some additional motivations not subsumed under the two major groups attracted a numerically smaller number of students.

However, for most purposes, it would be fair to conclude that adult education programs serve two major groups of students with considerably diverse motivations and orientations. The data show that those students belonging to each group enroll in different fields, expect different amounts of work, derive different kinds of satisfactions from the experience and exhibit different patterns of participation and commitment.

The implications of this bipolarity in motivation and orientations for curricular planning of adult education institutions are discussed at the conclusion of this report (Issues and Implications).

SECTION I

Summary and Comparison of Student Questionnaire Response at Four Institutions

STUDENT RESPONSE TABLES

New School - n = 181
N.Y.U. - n = 132
U. of Calif. n = 177
Tulane - n = 41
Total 531

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TABLE 1. IN YOUR OPINION, HOW IMPORTANT IS EACH OF THE FOLLOWING REASONS FOR HAVING ATTRACTED THE MAJORITY OF STUDENTS TO:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The Opportunity For Study Not Open To You Elsewhere										
Very important	52	29	26	20	57	32	11	27	146	27
Important	59	33	39	30	76	43	18	44	192	36
Not too important	49	27	57	43	42	24	18	20	156	29
No answer	21	12	10	8	2	1	4	10	37	7
The Opportunity For A Course Not Available Elsewhere										
Very important	67	37	32	24	67	38	18	44	184	35
Important	55	30	47	36	74	42	15	37	191	36
Not too important	37	20	41	31	32	18	5	12	115	21
No answer	22	12	12	9	4	2	3	7	41	8
Prestige Attached To Being At										
Very important	5	3	2	1	9	5	2	5	18	3
Important	40	22	23	18	41	23	8	20	112	21
Not too important	111	61	97	73	123	70	27	66	358	67
No answer	25	14	10	8	4	2	4	10	43	8
The Increase In Self Esteem In Attending										
Very important	11	6	27	20	10	6	2	5	50	9
Important	52	29	53	40	63	36	15	37	183	34
Not too important	89	49	42	32	100	57	20	49	251	47
No answer	29	16	10	8	4	2	4	10	47	9
To Earn Credit Towards A Certificate										
Very important			24	18	67	38	--	--	91	29
Important			41	31	80	45	--	--	121	39
Not too important			57	43	27	15	--	--	84	27
No answer			10	8	3	2	--	--	13	4

(continued)

(TABLE 1 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Acquire Specific Knowledge Of A Field Or Subject										
Very important	101	56	82	62	112	63	31	76	326	61
Important	53	29	43	33	58	33	7	17	161	30
Not too important	8	4			4	2	--	--	12	2
No answer	19	10	7	5	3	2	3	7	32	6
The Opportunity For Professional Advancement Or Choice of Career										
Very important	41	23	48	36	85	48	19	46	193	36
Important	67	37	39	30	70	40	4	10	180	34
Not too important	48	26	34	26	18	10	14	34	114	21
No answer	25	14	11	8	4	2	4	10	44	8
To Increase Diversity In Your Life										
Very important	81	45	59	45	73	41	14	34	227	43
Important	68	38	51	39	77	43	18	44	214	40
Not too important	11	6	12	9	25	14	5	12	53	10
No answer	21	12	10	8	2	1	4	10	37	7
The Opportunity For Intellectual Stimulation										
Very important	108	60	77	58	99	56	30	73	314	59
Important	52	29	41	31	67	38	6	15	166	31
Not too important	3	2	8	6	7	4	2	5	20	4
No answer	18	10	6	4	4	2	3	7	31	6
To Fill An Educational Gap										
Very important	72	40	61	46	68	38	17	42	218	41
Important	74	41	51	39	86	49	12	29	223	42
Not too important	15	8	13	10	19	11	9	22	56	11
No answer	20	11	7	5	4	2	3	8	34	6
A Search For Self Understanding										
Very important	41	23	37	28	34	19	6	15	118	22
Important	62	34	54	41	65	37	15	37	196	37
Not too important	53	29	29	22	73	41	16	39	171	32
No answer	25	14	12	9	5	3	4	10	46	9

(continued)

(TABLE 1 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Escaping The Boredom Of Everyday Life										
Very important	39	22	30	23	18	10	8	20	95	18
Important	57	31	45	34	70	40	13	32	185	35
Not too important	62	34	45	34	87	49	16	39	210	39
No answer	23	13	12	9	2	1	4	10	41	8
To Meet People With Similar Interests										
Very important	25	14	18	14	9	5	4	10	56	11
Important	70	39	57	43	64	36	13	32	204	38
Not too important	62	34	47	36	101	57	20	49	236	44
No answer	24	13	10	8	3	2	4	10	41	8
To Acquire A Specific Set Of Skills										
Very important	36	20	40	30	39	22	12	29	127	24
Important	57	31	50	38	92	52	18	44	217	41
Not too important	64	35	31	24	41	23	7	17	143	27
No answer	24	13	11	8	5	3	4	10	44	8
Other										
Very important	12	7	5	4	9	5	2	5	28	5
Important	6	3	2	1	3	2	--	--	11	2
Not too important	1	--	--	--	--	--	1	2	2	--
No answer	162	89	125	95	165	93	38	93	490	92

(continued)

IN YOUR OPINION, WHICH ONE OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The opportunity to study not open to you elsewhere	11	6	4	3	10	6	1	2	26	5
The opportunity for a course not available elsewhere	14	8	1	1	14	8	--	--	29	5
Prestige attached to being at	--	--	11	1	1	1	--	--	2	--
The increase in self-esteem in attending school	--	--	3	2	--	--	--	--	3	1
To earn credit (towards a certificate)	*	*	4	3	14	8	*	*	18	6
To acquire specific knowledge of a field or subject	26	14	27	20	36	20	11	27	100	19
The opportunity for professional advancement or choice of career	2	1	13	10	23	13	6	15	39	7
To increase diversity in your life	9	5	5	4	12	7	1	2	27	5
The opportunity for intellectual stimulation	49	27	31	24	28	16	13	9	121	23
To fill an educational gap	13	7	16	12	10	6	2	5	41	8
A search for self-understanding	5	3	5	4	1	1	1	2	12	2
Escaping the boredom of everyday life	--	--	4	3	1	1	2	5	7	1
To meet people with similar interests	2	1	1	1	2	1	--	--	13	2
To acquire a specific set of skills	4	2	4	3	5	3	--	--	13	2
Other	1	--	1	1	3	2	1	2	6	1
No answer	43	24	12	9	17	9	3	7	75	14

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* Not Asked.

TABLE 2. HOW IMPORTANT ARE THE FOLLOWING REASONS FOR HAVING ATTRACTED YOU TO:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The Opportunity For Study Not Open To You Elsewhere										
Very important	39	22	18	14	62	35	13	32	132	25
Important	38	21	28	21	45	25	9	22	120	23
Not too important	88	49	74	56	65	37	17	42	244	46
No answer	16	9	12	9	5	3	2	5	35	7
The Opportunity For A Course Not Available Elsewhere										
Very important	59	33	19	14	61	34	19	46	158	30
Important	42	23	28	21	51	29	8	20	129	24
Not too important	65	36	72	55	60	34	13	32	210	40
No answer	15	8	13	10	5	3	1	2	34	6
Prestige Attached to Being At										
Very important	2	1	1	1	7	4	2	5	12	2
Important	20	10	15	11	16	9	6	15	57	11
Not too important	143	79	104	79	148	84	32	78	427	80
No answer	16	9	12	9	6	3	1	2	35	7
The Increase In Self-Esteem In Attending School										
Very important	13	7	18	14	16	9	2	5	49	9
Important	38	21	40	30	47	26	13	32	138	26
Not too important	112	62	63	48	107	60	25	61	307	58
No answer	18	10	11	8	7	4	1	2	37	7
To Earn Credit Towards A Certificate										
Very important	--	--	11	8	58	33	*	*	69	22
Important	--	--	14	11	42	24	*	*	56	18
Not too important	--	--	92	70	74	42	*	*	166	54
No answer	--	--	15	11	3	2	*	*	18	6

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*Not Asked.

(continued)

(TABLE 2 - continued)

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
To Acquire Specific Knowledge Of A Field Or Subject										
Very important	101	56	69	52	109	62	27	66	306	58
Important	47	26	46	35	53	30	12	29	158	30
Not too important	22	12	9	7	13	7	2	5	46	9
No answer	11	6	8	6	2	1	--	--	21	4
The Opportunity For Professional Advancement Or Choice Of A Career										
Very important	18	10	29	22	59	33	10	24	116	22
Important	26	14	16	12	49	28	7	17	98	18
Not too important	122	67	74	56	65	37	24	58	285	54
No answer	15	8	13	10	4	2	--	--	32	6
The Opportunity For Intellectual Stimulation										
Very important	120	66	72	55	97	55	27	66	316	60
Important	35	19	35	27	57	32	7	17	134	25
Not too important	15	8	17	13	21	12	7	17	60	11
No answer	11	6	8	6	2	1	--	--	21	4
To Increase Diversity In Your Life										
Very important	77	42	60	45	67	38	17	42	221	42
Important	68	38	43	33	63	36	13	32	187	35
Not too important	23	13	22	17	44	25	11	27	100	19
No answer	13	7	7	5	3	2	--	--	23	4
To Fill An Educational Gap										
Very important	64	35	48	36	51	29	12	29	175	33
Important	58	32	36	27	71	40	10	24	175	33
Not too important	46	25	39	30	51	29	19	46	155	29
No answer	13	7	9	7	4	2	--	--	26	5
A Search For Self-Understanding										
Very important	34	19	38	29	34	19	6	15	112	21
Important	41	23	34	26	31	29	9	22	135	25
Not too important	89	49	50	38	88	50	25	61	252	47
No answer	17	9	10	8	4	2	1	2	32	6

(continued)

(TABLE 2 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Escaping The Boredom Of Everyday Life										
Very important	24	13	21	16	19	11	7	17	71	13
Important	47	26	30	23	41	23	10	24	128	24
Not too important	95	52	71	54	114	64	24	58	304	57
No answer	15	8	10	8	3	2	--	--	28	5
To Meet People With Similar Interests										
Very important	31	17	12	9	12	7	3	7	58	11
Important	55	30	38	29	40	23	11	27	144	27
Not too important	80	44	70	53	120	68	27	66	297	56
No answer	15	8	12	9	5	3	--	--	32	6
To Acquire A Specific Set of Skills										
Very important	37	20	37	28	48	27	12	29	134	25
Important	30	16	29	22	48	27	9	22	116	22
Not too important	98	54	52	39	76	43	20	49	246	46
No answer	16	9	14	11	5	3	--	--	35	7
Other										
Very important	24	13	10	8	14	8	2	5	50	9
Important	4	2	--	--	3	2	--	--	7	1
Not too important	--	--	1	1	2	1	--	--	3	1
No answer	153	85	121	92	158	89	39	95	471	89

(continued)

(TABLE 2 - continued)

IN YOUR OPINION, WHICH ONE OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The opportunity for study not open to you elsewhere	2	1	3	2	10	6	1	2	16	3
The opportunity for a course not available elsewhere	10	6	1	1	16	9	1	2	28	5
Prestige attached to being at	--	--	--	--	--	--	--	--	--	--
The increase in self-esteem in attending school	1	1	1	1	--	--	--	--	2	--
To earn credit towards a certificate	*	*	2	1	13	7	*	*	15	4
To acquire specific knowledge of a field or subject	36	20	31	24	37	21	12	29	116	22
The opportunity for professional advancement, or choice of career	1	1	11	8	13	7	5	12	30	6
The opportunity for intellectual stimulation	56	31	32	24	38	21	8	20	134	25
To increase diversity in your life	11	6	10	8	13	7	5	12	39	7
To fill an educational gap	13	7	13	10	6	3	4	10	36	7
A search for self-understanding	7	4	5	4	3	2	--	--	15	3
Escaping the boredom of everyday life	1	1	--	--	2	1	1	2	4	1
To meet people with similar interests	--	--	--	--	1	1	--	--	1	--
To acquire a specific set of skills	4	2	4	3	7	4	--	--	15	3
Other	8	4	5	4	6	3	--	--	19	4
No answer	30	17	14	11	13	7	4	10	61	11

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*Not Asked.

TABLE 3. THE FOLLOWING REPRESENT OBJECTIVES HELD BY SOME STUDENTS:

TABLE 3-A. WHICH OF THE OBJECTIVES MOST CLEARLY APPROXIMATES YOUR OWN?

	NEW SCHOOL*		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To have a meaningful way of spending leisure time	58	15	15	11	8	5	2	5	83	11
To stimulate intellectual curiosity	93	25	37	28	43	24	8	20	181	25
To gain a broad perspective of a field	62	16	8	6	13	7	1	2	84	12
To learn the basic principles and concepts of a field	49	13	18	14	34	19	11	27	112	15
To learn a body of specific knowledge in a subject	70	19	27	20	34	19	6	15	137	19
To acquire skills or knowledge which will be useful in work or everyday living	43	11	26	20	44	25	12	29	125	17
No answer	--	--	1	1	1	1	1	2	3	--

TABLE 3-B. WHICH OF THE OBJECTIVES LEAST CLEARLY APPROXIMATES YOUR OWN?

	NEW SCHOOL*		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To have a meaningful way of spending leisure time	62	28	58	44	103	58	21	51	243	42
To stimulate intellectual curiosity	11	5	9	7	7	4	2	5	29	5
To gain a broad perspective of a field	20	9	5	4	9	5	1	2	35	6
To learn the basic principles and concepts of a field	21	9	7	5	5	3	--	--	33	6

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*MODIFIED NEW SCHOOL RESPONSES WITH SOME DUPLICATION.

(continued)

(TABLE 3-B - continued)

	NEW SCHOOL*		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To learn a body of specific knowledge in a subject	37	16	13	10	18	10	3	7	71	12
To acquire skills or knowledge which will be useful in work of every-day living	75	33	37	28	34	19	12	29	158	27
No answer	--	--	3	2	1	1	2	5	6	1

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*MODIFIED NEW SCHOOL RESPONSES WITH SOME DUPLICATION.

TABLE 4. TEACHERS VARY IN THE APPROACH THEY EMPLOY IN WORKING WITH ADULT STUDENTS. (PLEASE INDICATE THE APPROACHES YOU EXPECT YOUR TEACHER TO EMPLOY THIS SEMESTER.)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Lecture And Discussion										
Lecture only			3	2	8	5	--	--	11	3
Lecture and occasional discussion			31	24	58	33	9	22	98	28
Lecture and discussion			77	58	96	54	24	58	197	56
Discussion and occasional lecture			10	8	12	7	5	12	27	8
Discussion only			6	4	2	1	1	2	9	3
No answer			5	4	1	1	2	5	8	2
Out Of Class Work										
No out of class work expected of students			7	5	3	2	11	27	21	6
Occasional and limited out of class work expected of students			66	50	61	34	23	56	150	43
Frequent out of class work expected of students			44	33	92	52	5	12	141	40
Extensive and time consuming out of class work expected of students			12	9	20	11	--	--	32	9
No answer			3	2	1	1	2	5	6	2
Contact With Students										
No contact with students outside of class expected			66	50	83	47	21	51	170	49
Occasional contact with students out of class expected			54	41	86	49	14	34	154	44
Frequent contact with students out of class expected			7	5	7	4	1	2	15	4
Extensive contact with students outside of class expected			--	--	1	1	--	--	1	--
No answer			5	4	--	--	5	12	10	3

TABLE 5. WHICH OF THE FOLLOWING POSITIONS REGARDING THE EDUCATION OF ADULTS DO YOU AGREE OR DISAGREE WITH?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The Teacher In An Adult Education Institution Should Tailor His Course To The Level Of His Students										
Agree	61	34	63	48	84	47	18	44	226	43
Strongly agree	24	13	13	10	22	12	6	15	65	12
Disagree	55	30	40	30	52	29	13	32	160	30
Strongly disagree	24	13	12	9	16	9	2	5	54	10
No answer	17	9	4	3	3	2	2	5	26	5
Because Of His Heavy Outside Commitments, The Only Responsibility Of The Adult Student Should Be To Attend Classes And To Participate In Them										
Agree	56	31	44	33	17	9	16	39	133	25
Strongly Agree	10	6	4	2	1	1	1	2	15	3
Disagree	69	38	67	51	101	57	18	44	255	48
Strongly disagree	25	14	13	10	54	30	2	5	94	18
No answer	21	12	5	4	4	2	4	10	34	6
To Obtain A Desirable Level Of Achievement, Teachers Must Maintain High Academic Standards										
Agree	80	44	69	52	91	51	22	54	262	49
Strongly agree	35	19	43	33	66	37	13	32	157	30
Disagree	30	17	9	7	10	6	1	2	50	9
Strongly disagree	4	2	1	1	4	2	--	--	9	2
No answer	32	18	10	8	6	3	5	12	53	10
Although Teachers Cannot Assume That Adult Students Are Familiar With The Relevant Literature In The Field, They Do Have Real Life Experience Which Can Serve As A Good Substitute										
Agree	63	35	53	40	74	42	17	42	207	39
Strongly agree	10	6	6	4	4	2	2	5	22	4
Disagree	69	38	56	42	74	42	17	42	216	41
Strongly disagree	11	6	3	2	10	6	2	5	26	5
No answer	28	16	14	11	15	8	3	7	60	11

TABLE 6. PLEASE INDICATE HOW ESSENTIAL YOU CONSIDER EACH OF THE ACTIVITIES LISTED BELOW FOR ACHIEVING YOUR OBJECTIVES IN ATTENDING COURSES AT:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Participate In Class Discussion										
Essential	64	35	52	39	59	33	18	44	193	36
Valuable	90	50	62	47	93	53	16	39	261	49
Of little value	15	8	13	10	19	11	5	12	52	10
Not valuable	2	1	3	2	4	2	1	2	10	2
No answer	10	6	2	1	2	1	1	2	15	3
To Do Occasional Homework										
Essential	73	40	59	45	109	62	8	20	249	47
Valuable	83	46	59	45	55	31	20	49	217	41
Of little value	8	4	7	5	11	6	9	22	35	7
Not valuable	6	3	5	4	1	1	5	7	15	3
No answer	11	6	2	1	1	1	1	2	15	3
To Use A Required Textbook										
Essential	60	33	68	51	84	47	2	5	214	40
Valuable	74	41	35	27	71	40	24	58	204	38
Of little value	18	10	16	12	17	9	10	24	61	11
Not valuable	9	5	8	6	2	1	3	7	22	4
No answer	20	11	5	4	3	2	2	5	30	6
To Do Required Reading										
Essential	93	51	80	61	128	72	14	34	315	59
Valuable	62	34	42	32	44	25	18	44	166	31
Of little value	8	4	2	1	4	2	5	12	19	4
Not valuable	2	1	4	3	--	--	2	5	8	2
No answer	16	9	4	3	1	1	2	5	23	4
To Do Suggested Reading										
Essential	44	24	30	23	46	26	10	24	130	25
Valuable	113	62	93	70	125	71	27	66	358	67
Of little value	8	4	4	3	5	3	2	5	19	4
Not valuable	1	--	2	1	1	1	1	2	5	1
No answer	15	8	3	2	--	--	1	2	19	4

(continued)

(TABLE 6 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Do Written Assignments										
Essential	59	33	48	36	87	49	7	17	201	38
Valuable	65	36	52	39	70	40	14	34	201	38
Of little value	25	14	13	10	10	6	14	34	62	12
Not valuable	14	8	11	8	4	2	5	12	34	6
No answer	18	10	8	6	6	3	1	2	33	6
To Be Able To Talk To Your Teacher Before And After Class										
Essential	42	23	27	20	30	17	12	29	111	21
Valuable	86	48	77	58	106	60	19	46	288	54
Of little value	32	18	22	17	29	16	6	15	89	17
Not valuable	10	5	4	3	11	6	3	7	28	5
No answer	11	6	2	2	1	1	1	2	15	3
To Have Individual Conferences With Your Teacher										
Essential	25	14	18	14	12	7	6	15	61	11
Valuable	88	49	68	51	103	58	18	44	277	52
Of little value	39	22	30	23	40	23	10	24	119	22
Not valuable	15	8	11	8	17	9	6	15	49	9
No answer	14	8	5	4	5	3	1	2	25	5
To Be Asked Specific Questions By Your Teacher										
Essential	23	13	27	20	33	19	5	12	88	17
Valuable	89	49	58	44	82	46	17	42	246	46
Of little value	36	20	36	27	47	26	13	32	132	25
Not valuable	16	9	8	6	10	6	5	12	39	7
No answer	17	9	3	2	5	3	1	2	26	5
To Be Questioned About What You Learned										
Essential	29	16	31	24	54	30	8	20	122	23
Valuable	77	42	55	42	88	50	17	42	237	45
Of little value	41	23	30	23	25	14	8	20	104	20
Not valuable	17	9	11	8	8	5	7	17	43	8
No answer	17	9	5	4	2	1	1	2	25	5

(continued)

(TABLE 6 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
To Write A Term Paper										
Essential	9	5	12	9	14	8	2	5	37	7
Valuable	71	39	48	36	104	59	12	29	235	44
Of little value	51	28	35	27	41	23	15	37	142	27
Not valuable	32	18	28	21	14	8	11	27	85	16
No answer	18	10	9	7	4	2	1	2	32	6
To Take A Weekly Quiz										
Essential	5	3	10	8	18	10			33	7
Valuable	43	24	35	27	71	40			149	30
Of little value	65	36	46	35	60	34			171	35
Not valuable	47	26	34	26	26	15			107	22
No answer	21	12	7	5	2	1			30	6
To Engage In A Discussion With A Minimum Of Lecture										
Essential	8	4	11	8	8	5	4	10	31	6
Valuable	57	32	46	35	52	29	13	32	168	32
Of little value	68	38	50	38	76	43	16	39	210	40
Not valuable	27	15	18	14	34	19	7	17	86	16
No answer	21	12	7	5	7	4	1	2	36	7
To Be Asked To Give Your Views And Opinions										
Essential	20	11	18	14	21	12	7	17	66	12
Valuable	79	44	74	56	93	53	17	42	263	50
Of little value	43	24	26	20	40	23	12	29	121	23
Not valuable	17	9	9	7	18	10	3	7	47	9
No answer	22	12	5	4	5	3	2	3	34	6
To Give Reports And Discuss Them In Class										
Essential	12	7	13	10	7	4	4	10	36	7
Valuable	64	35	42	32	78	44	15	37	199	37
Of little value	58	32	43	33	62	35	15	37	178	34
Not valuable	29	16	26	20	26	15	6	15	87	16
No answer	18	10	8	6	4	2	1	2	31	6
To Be Able To Listen To Entire Lectures When There Is No Discussion Expected										
Essential	27	15	21	16	17	9	8	20	73	14
Valuable	61	34	46	35	78	44	12	29	197	37
Of little value	46	25	37	28	53	30	14	34	150	28
Not valuable	30	17	22	17	22	12	6	15	80	15
No answer	17	9	6	4	7	4	1	2	31	6

TABLE 7. TO WHAT EXTENT DO YOU THINK THE FOLLOWING DESCRIPTIONS APPLY TO:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Students Are More Interested In Learning Than In Just Getting A Degree										
None	--	--	--	--	--	--	--	--	--	--
A few	8	4	16	12	41	23	4	10	69	13
Majority	120	66	99	75	124	70	32	78	375	71
All of them	3	2	6	4	3	2	1	2	13	2
No answer	50	28	11	8	9	5	4	10	74	14
Students Are Intellectual Dillettantes										
None	3	2	12	9	4	2	1	2	20	4
A few	98	54	86	65	124	70	33	80	341	64
Majority	16	9	18	14	25	14	1	2	60	11
All of them	1	--	1	1	--	--	--	--	2	--
No answer	63	35	15	11	24	14	6	15	108	20
Students Are Rich In Life Experience										
None	1	--	5	4	2	1	--	--	8	2
A few	62	34	79	60	106	60	26	63	273	51
Majority	53	29	31	24	49	28	9	22	142	27
All of them	1	--	--	--	1	1	--	--	2	--
No answer	64	35	17	13	19	11	6	15	106	20
Students Have Inadequate Education Backgrounds										
None	14	8	5	4	23	13	1	2	43	8
A few	92	51	86	65	136	77	26	63	340	64
Majority	9	5	20	15	3	2	5	12	37	7
All of them	2	1	3	2	--	--	--	--	5	1
No answer	64	35	18	14	15	8	9	22	106	20
Students Have A More Serious And Sober Attitude Than Students In A Regular Academic Institution										
None	7	4	5	4	5	3	--	--	17	3
A few	39	22	41	31	59	33	10	24	149	28
Majority	69	38	65	49	102	58	23	56	259	48
All of them	8	44	6	4	3	2	2	5	19	4
No answer	58	32	15	11	8	5	6	15	87	16

(continued)

(TABLE 7 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Students Are Here Primarily For Social Intercourse										
None	12	7	25	19	42	24	6	15	85	16
A few	101	56	85	64	120	68	29	71	335	63
Majority	7	4	6	4	4	2	--	--	17	3
All of them	1	--	--	--	--	--	--	--	1	--
No answer	60	33	16	12	11	6	6	15	93	18
Students Represent An Unusual Diversity Of Backgrounds										
None	--	--	2	1	1	1	--	--	3	1
A few	17	9	17	13	29	16	6	15	69	13
Majority	85	47	85	64	116	66	25	61	311	59
All of them	24	13	16	12	18	10	4	70	62	12
No answer	55	30	12	9	13	7	6	15	86	16
Students Are Infatuated With The Romance Of Ideas										
None	5	3	12	9	14	8	4	10	35	7
A few	84	46	85	64	133	75	24	58	326	61
Majority	25	14	18	14	16	9	24	58	63	12
All of them	4	2	1	1	--	--	--	--	5	1
No answer	63	35	16	12	14	8	9	22	102	19
Students Drop Out Of Their Courses When The Going Gets Rough										
None	6	3	7	5	4	2	--	--	17	3
A few	101	56	103	78	152	86	30	73	386	73
Majority	5	3	5	4	6	3	2	5	18	3
All of them	2	1	1	1	1	1	--	--	4	1
No answer	67	37	16	12	14	8	9	22	106	20

TABLE 8. HOW IMPORTANT IS YOUR WORK TO YOU (HOW IMPORTANT DO YOU THINK IT WILL BE) IN RELATION TO THE FOLLOWING ACTIVITIES:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
ATTENDING CLASSES OF THE DIVISION OF GENERAL EDUCATION IS:										
Than Seeing Films										
More important	78	43	97	73	149	84	35	85	359	67
About the same	53	29	24	18	25	14	3	7	105	20
Less important	24	13	3	2	1	1	2	5	30	6
No answer	26	14	8	6	2	1	1	2	37	7
Than Reading Good Books										
More important	49	27	30	23	60	34	6	15	145	27
About the same	88	49	81	61	95	54	28	68	292	55
Less important	17	9	14	11	16	9	6	15	53	10
No answer	27	15	7	5	6	3	1	2	41	8
Than Going Skiing*										
More important	80	44	109	82	147	83	*36	88	372	70
About the same	23	13	6	4	18	10	1	2	48	9
Less important	40	22	9	7	7	4	3	7	59	11
No answer	38	21	8	6	5	3	1	2	52	10
Than Listening To Records										
More important	70	39	87	66	144	81	27	66	328	62
About the same	56	31	31	24	25	14	12	29	124	23
Less important	25	14	5	4	4	2	1	2	35	7
No answer	30	16	9	7	4	2	1	2	44	8
Than Attending Concerts										
More important	57	31	63	48	97	55	21	51	238	45
About the same	75	41	50	38	66	37	17	42	208	39
Less important	20	11	9	7	9	5	2	5	40	8
No answer	29	16	10	8	5	3	1	2	45	8
Than Watching Your Favorite Television Programs										
More important	90	50	112	85	164	93	35	85	401	75
About the same	18	10	7	5	6	3	2	5	33	6
Less important	40	22	5	4	4	2	3	7	52	10
No answer	33	18	8	6	3	2	1	2	45	8

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*FISHING USED INSTEAD OF SKIING AT TULANE UNIVERSITY.

(continued)

(TABLE 8 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Than Going To The Theater										
More important	55	30	52	39	100	57	19	46	226	43
About the same	72	40	60	45	62	35	17	42	211	40
Less important	25	14	11	8	11	6	4	10	51	10
No answer	29	16	9	7	4	2	1	2	43	8
Than Participating In Community Activities										
More important	57	31	69	52	113	64	15	37	254	48
About the same	68	38	46	35	52	29	20	49	186	35
Less important	24	13	8	6	7	4	5	12	44	8
No answer	32	18	9	7	5	3	1	2	47	9
Than Going To Dances										
More important	83	46	103	78	158	89	36	88	380	71
About the same	24	13	13	10	12	7	1	2	50	9
Less important	39	22	8	6	5	3	2	5	54	10
No answer	35	19	8	6	2	1	2	5	47	9
Than Visiting Friends										
More important	56	31	67	51	110	62	19	46	252	47
About the same	56	31	41	31	48	27	20	49	165	31
Less important	36	20	13	10	14	8	--	--	63	12
No answer	33	18	11	8	5	3	2	5	51	10
Than Doing Things With Your Families										
More important	45	25	47	36	84	47	12	29	188	35
About the same	51	28	44	33	46	26	12	29	153	29
Less important	50	28	28	21	40	23	16	39	134	25
No answer	35	19	13	10	7	4	1	2	56	11
Than Attending Lectures Or Classes At Other Institutions										
More important	48	26	26	20	49	28	14	34	137	26
About the same	83	46	88	67	117	66	23	56	311	58
Less important	17	9	8	6	5	3	1	2	31	6
No answer	33	18	10	8	6	3	3	7	52	10
Than Working Or Being On Your Job										
More important	38	21	27	20	45	25	3	7	113	21
About the same	49	27	35	27	53	30	6	15	143	27
Less important	60	33	58	44	74	42	29	71	221	42
No answer	34	19	12	9	5	3	3	7	54	10

TABLE 9. HOW SATISFYING DO YOU FIND TAKING COURSES AT:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Satisfying in all respects			29	22	29	16			58	19
Satisfying in most respects			72	55	112	63			184	60
Satisfying in some respects only			22	17	20	11			42	14
No answer			9	7	16	9			25	8

HOW IMPORTANT DO YOU EXPECT EACH OF THE FOLLOWING TO BE AS A SOURCE OF SATISFACTION FOR YOU IN YOUR COURSES?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Development of Artistic And Potential Skills										
Of major importance	64	35	45	34	47	26	12	29	168	32
Of some importance	41	23	47	36	74	42	16	39	178	33
Not important	56	31	34	26	50	28	13	32	153	29
No answer	20	11	6	4	6	3	--	--	32	6
Having The Opportunity For Self-Understanding										
Of major importance	44	24	55	42	44	25	8	20	151	28
Of some importance	56	31	45	34	81	46	13	32	195	37
Not important	59	32	30	23	47	26	20	49	156	29
No answer	22	12	2	1	5	3	--	--	29	5
Further Intellectual Development										
Of major importance	130	72	99	75	130	74	26	63	385	73
Of some importance	28	15	27	20	41	23	12	29	108	20
Not important	7	4	4	3	3	2	3	7	17	3
No answer	16	9	2	1	3	2	--	--	21	4
Contact With Students Of Diverse Ideas And Backgrounds										
Of major importance	42	23	27	20	20	11	7	17	96	18
Of some importance	91	50	70	53	106	60	16	39	283	53
Not important	35	19	31	24	48	27	18	44	132	25
No answer	13	7	4	3	3	2	--	--	20	4

(continued)

(TABLE 9 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Being Taught By Teachers Of Diverse Backgrounds And Experiences										
Of major importance	100	55	58	44	56	32	18	44	232	44
Of some importance	55	30	54	41	95	54	15	37	219	41
Not important	11	6	18	14	21	12	7	17	57	11
No answer	15	8	2	1	5	3	1	2	23	4
Being Able To Take A Course Which Would Not Be Available To You Elsewhere										
Of major importance	83	46	45	34	81	46	16	39	225	42
Of some importance	48	26	38	29	60	34	13	32	159	30
Not important	32	18	45	34	32	18	11	27	120	23
No answer	18	10	4	3	4	2	1	2	27	5
Using Leisure Time Constructively										
Of major importance	77	42	62	47	62	35	12	29	213	40
Of some importance	52	29	40	30	67	38	15	37	174	33
Not important	37	20	29	22	44	25	14	34	124	23
No answer	15	8	1	1	4	2	--	--	20	4
Filling In Specific Educational Gaps										
Of major importance	84	46	60	45	86	49	12	29	242	46
Of some importance	46	25	45	34	58	33	16	39	165	31
Not important	36	20	23	18	30	17	13	32	102	19
No answer	15	8	4	3	3	2	--	--	22	4
Preventing Mental Stagnation										
Of major importance	72	40	56	42	68	38	16	39	212	40
Of some importance	53	29	40	30	63	36	15	37	171	32
Not important	39	23	34	26	43	24	10	24	126	24
No answer	17	9	2	1	3	2	--	--	22	4
Becoming A More Interesting Person										
Of major importance	53	29	56	42	54	30	13	32	176	33
Of some importance	62	34	55	42	78	44	18	44	213	40
Not important	47	26	19	14	40	23	10	24	116	22
No answer	19	10	2	1	5	3	--	--	26	5

(continued)

(TABLE 9 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Freedom From Requirement Of Homework And Exams										
Of major importance	22	12	11	8	6	3	3	7	42	8
Of some importance	49	27	37	28	30	17	11	27	127	24
Not important	89	49	80	61	134	76	27	66	330	62
No answer	21	12	4	3	7	4	--	--	32	6
Acquiring Specific Knowledge Of Field Or Subject										
Of major importance	106	59	81	61	105	59	31	76	323	61
Of some importance	42	23	42	32	57	32	9	22	150	28
Not important	16	9	9	7	11	6	1	2	37	7
No answer	17	9	--	--	4	2	--	--	21	4
Gaining New Insights In Adjusting To A Rapidly Changing World										
Of major importance	57	32	43	33	65	37	13	32	178	33
Of some importance	65	36	51	39	77	43	16	39	209	39
Not important	43	24	33	25	31	18	12	29	119	22
No answer	16	9	5	4	4	2	--	--	25	5
Other										
Of major importance	13	7	7	5	13	7	1	2	34	6
Of some importance	3	2	--	--	2	1	--	--	5	1
Not important	--	--	--	--	--	--	1	2	1	--
No answer	165	91	125	95	162	92	39	95	491	92

TABLE 10. HOW SATISFYING DO YOU FIND OR EXPECT TO FIND GOING TO ________ AS COMPARED WITH OTHER EDUCATIONAL INSTITUTIONS YOU ARE CURRENTLY ATTENDING OR HAVE ATTENDED?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
COMPARED TO:	#	%	#	%	#	%	#	%	#	%
Junior College										
More satisfying			9	7			3	7	12	7
Less satisfying			4	3			1	2	7	4
About the same			4	3			2	5	6	3
No answer			113	86			35	85	148	86
Undergraduate College*										
More satisfying	58	32	18	14	28	16	5	12	109	20
Less satisfying	20	11	32	24	30	17	8	20	90	17
About the same	36	20	14	11	62	35	9	22	121	23
No answer	67	37	68	51	57	32	19	44	211	40
Graduate School										
More satisfying	23	13	6	4	8	5	--	--	37	7
Less satisfying	8	4	22	17	26	15	3	7	59	11
About the same	13	7	10	8	29	16	1	2	53	10
No answer	137	76	94	71	114	64	37	90	382	72
Adult Education At High School										
More satisfying	47	26	22	17	67	38	5	12	141	27
Less satisfying	--	--	3	2	2	1	--	--	5	1
About the same	5	3	5	4	8	5	1	2	19	4
No answer	129	71	102	77	100	57	35	85	366	69
Another Adult Education Institution										
More satisfying	40	22	16	12	29	16	4	10	89	17
Less satisfying	1	--	1	1	2	1	--	--	4	1
About the same	15	8	17	13	25	14	2	5	59	11
No answer	125	69	98	74	121	68	35	85	379	71
Extension Division Of A College										
More satisfying	26	14	1	1	18	10	2	5	47	9
Less satisfying	1	--	1	1	8	5	1	2	11	2
About the same	11	6	15	11	26	15	3	7	55	10
No answer	143	79	115	87	125	71	35	85	418	79

(continued)

(TABLE 10 - continued)

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Evening Session College										
More satisfying	38	21	10	8	18	10	--	--	66	12
Less satisfying	1	--	3	2	3	2	2	5	9	2
About the same	15	8	24	18	28	16	4	10	71	13
No answer	127	70	95	72	128	72	35	85	385	72
Correspondence Course										
More satisfying			15	11	61	34	8	20	84	24
Less satisfying			1	1	3	2	1	2	5	1
About the same			1	1	3	2	--	--	4	1
No answer			115	87	110	62	32	78	257	73
High School										
More satisfying	89	49	75	57	48	27	22	54	234	44
Less satisfying	7	4	5	4	--	--	2	5	14	3
About the same	6	3	7	5	6	3	--	--	19	4
No answer	79	44	45	34	123	70	17	42	264	50
Industry Training Program										
More satisfying			9	7	31	18	2	5	42	12
Less satisfying			4	3	--	--	1	2	5	1
About the same			2	1	6	3	--	--	8	2
No answer			117	89	140	79	38	93	295	84
Professional Art Or Music School										
More satisfying			3	2	15	8	1	2	19	5
Less satisfying			5	4	9	5	3	7	17	5
About the same			16	12	14	8	1	2	31	9
No answer			108	82	139	79	36	88	283	81
Other										
More satisfying	3	2	1	1	5	3	2	5	11	2
Less satisfying	--	--	1	1	1	1	2	5	4	1
About the same	--	--	--	--	4	2	1	2	5	1
No answer	178	98	130	99	167	94	36	88	511	96

TABLE 11. IN YOUR VIEW, DOES ATTENDING ______ IMPROVE THE IMAGE YOUR FAMILY, FRIENDS, FELLOW WORKERS AND EMPLOYER HAVE OF YOU?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Effect On Image Of: Family Members										
No effect	89	49	57	43	91	51	24	58	261	49
Improves Image	59	32	62	47	71	40	14	34	206	39
No answer	33	18	13	10	15	8	3	7	64	12
Effect On Image Of: Friends										
No effect	69	38	45	34	86	49	21	51	221	42
Improves image	81	45	74	56	79	45	17	42	251	47
No answer	31	17	13	10	12	7	3	7	59	11
Effect On Image Of: Fellow Workers										
No effect	76	42	52	39	95	54	21	51	244	46
Improves image	46	25	52	39	57	32	14	34	169	32
No answer	59	32	28	21	25	14	6	15	118	22
Effect On Image Of: Your Employer										
No effect	85	47	55	42	77	43	17	42	234	44
Improves image	37	20	48	36	74	42	13	32	172	32
No answer	59	32	29	22	26	15	11	27	125	24

TABLE 13-A. HOW SIMILAR SHOULD THE PERSONAL RELATIONSHIP BETWEEN TEACHER AND STUDENT BE TO THAT USUALLY FOUND IN OTHER ACADEMIC SETTINGS?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Very similar	21	12	37	28	61	34	13	32	132	25
Somewhat similar	93	51	77	58	94	53	23	56	287	54
Not similar at all	22	12	13	10	14	8	3	7	52	10
No answer	45	25	5	4	8	5	2	5	60	11

TABLE 13-B. BRIEFLY, IN WHAT RESPECTS DO YOU FEEL THIS PERSONAL RELATIONSHIP SHOULD BE SIMILAR TO THAT AT DIFFERENT KINDS OF SCHOOLS?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Teacher should be accessible for discussion and questions	8	4	10	8	26	15	2	5	46	9
Peer group: Adults-Adults	--	--	3	2	3	2	--	--	6	2
Student free to approach teacher with questions	4	2	6	4	6	3	2	5	18	3
Student should show respect for teacher	3	2	7	5	4	2	1	2	15	3
Dependent on type of course and individuals involved	4	2	2	1	1	1	1	2	8	2
Acceptance of student-teacher roles as in other schools	14	8	12	9	29	16	11	27	66	12
Close in relation to personal contact	6	3	3	2	7	4	--	--	16	3
Great contact in relation to course	13	7	7	5	8	5	2	5	30	6
Other	10	6	12	9	22	12	1	2	45	8
No answer	110	61	70	53	71	40	21	51	272	51

(continued)

TABLE 13-C. IN WHAT RESPECT DO YOU FEEL IT SHOULD BE DIFFERENT?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Peer type of relationship	17	9	7	5	6	3	3	7	33	6
Less academic discipline	7	4	7	5	3	2	--	--	17	3
Expect more of students due to "real life experiences"	7	4	--	--	3	2	1	2	11	2
More contact and communication about subject	8	4	3	2	2	1	1	2	14	3
More personal contact	5	3	4	3	7	4	--	--	16	3
More informal	9	5	7	5	9	5	5	12	30	6
Less contact	2	1	5	4	3	2	1	2	11	2
No difference	4	2	13	10	15	8	2	5	34	6
Other	7	4	9	7	24	14	3	7	43	8
No answer	115	63	77	58	105	59	25	61	322	62

TABLE 14. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH TEACHERS?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Very formal	2	1	--	--	3	2	--	--	5	1
Formal	30	16	33	25	46	26	5	12	114	22
Undecided	15	8	27	20	51	29	3	7	96	18
Informal	66	36	61	46	58	33	25	61	210	40
Very informal	--	--	4	3	6	3	3	7	13	2
Have not yet attended any classes	48	26	4	3	9	5	2	5	63	12
No answer	20	11	3	2	4	2	3	7	30	6

TABLE 14-A. WHO, IN YOUR OPINION, SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATIONAL SETTING?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
The teacher	27	15	14	11	18	10	9	22	68	13
The student	33	18	41	31	51	29	8	20	133	25
Both should share equally	104	57	74	56	104	59	22	54	304	57
No answer	17	9	3	2	4	2	2	5	26	5

TABLE 15. HAVE YOU ATTENDED ______ BEFORE?

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Yes	94	52	57	43 3	73	41	13	32	237	45
No	84	46	71	54	103	58	27	66	285	54
No answer	3	2	4	3	1	1	1	2	9	2

IF YES, IN YOUR OPINION HOW CLOSE ARE RELATIONSHIPS AT ______ BETWEEN THE FOLLOWING?

Students-Faculty

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Very close	9	5	8	6	1	1	1	2	19	4
Fairly close	39	22	25	19	42	24	8	20	114	22
Not very close	20	11	23	18	34	19	5	12	82	15
Not close at all	10	6	2	1	10	6	--	--	22	4
No answer	103	57	74	56	90	51	27	66	294	55

Students-Faculty Advisors

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Very close	1	--	--	--					1	--
Fairly close	13	7	13	10					26	8
Not very close	10	6	14	11					24	8
Not close at all	22	12	18	14					40	13
No answer	135	74	87	66					222	71

Students-Administration

	NEW SCHOOL #	NEW SCHOOL %	N.Y.U. #	N.Y.U. %	UNIV. OF CALIF. #	UNIV. OF CALIF. %	TULANE #	TULANE %	TOTAL #	TOTAL %
Very close	2	1	--	--	2	1	--	--	4	1
Fairly close	8	4	6	4	8	5	1	2	23	4
Not very close	10	6	14	11	21	12	7	17	52	10
Not close at all	33	18	29	22	55	31	6	15	123	23
No answer	138	71	83	63	91	51	27	66	329	62

TABLE 17-A. AGE AT LAST BIRTHDAY.

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Up to 25	46	25	54	41	73	41	6	15	179	34
25-34	54	30	27	20	59	33	11	27	151	28
35-44	26	14	21	16	27	15	7	17	81	15
45-54	27	15	13	10	12	7	13	32	65	12
55-64	18	10	4	3	2	1	3	7	27	5
65 and over	5	3	4	3	--	--	1	2	10	2
No age agiven	5	3	9	7	4	2	--	--	18	3

TABLE 17-B. SEX.

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#%	%	#	%	#	%
Male	60	33	40	30	75	42	19	46	194	37
Female	121	67	92	70	101	57	22	54	336	63
No answer	--	--	--	--	1	1	--	--	1	--

TABLE 18. MARITAL STATUS.

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Single	96	53	83	63	102	58	14	34	295	55
Married	57	31	36	27	58	33	22	54	173	33
Divorced	12	7	4	3	13	7	2	5	31	6
Widowed	12	7	5	4	2	1	2	5	21	4
Separated	4	2	2	1	1	1	1	2	8	2
No answer	--	--	2	1	1	1	--	--	3	1

TABLE 19. HOW MANY CHILDREN DO YOU HAVE?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
None	129	71	99	75	130	74	12	29	370	70
One	22	12	8	6	18	10	6	15	54	10
Two	21	12	11	8	15	8	16	39	63	12
Three	8	4	8	6	7	4	6	15	29	5
Four	--	--	1	1	6	3	1	2	8	2
Five	--	--	1	1	--	--	--	--	1	--
Six or more	1	--	--	--	--	--	--	--	1	--
No answer	--	--	4	3	1	1	--	--	5	1

TABLE 20. HIGHEST EDUCATION ACHIEVED:

Some high school			7	5	1	1	--	--		
High school graduate	12	7	28	21	11	6	8	20	71	13
Junior college graduate			1	1	3	2	--	--		
Some undergraduate college (no degree)	38	21	29	22	51	29	11	27	129	24
Bachelors degree	56	31	30	23	49	28	15	37	150	28
Masters degree	14	8	12	9	18	10	2	5	46	9
Academic doctorate	3	2	1	1	--	--	--	--	4	1
Professional degree	8	4	9	7	5	3	4	10	26	5
Vocational certificate	5	3	9	7	31	18	1	2	46	9
Other	--	--	5	4	6	3	--	--	11	2
No answer	45	25	1	1	2	1	--	--	48	9

TABLE 21. HAVE YOU ATTENDED ANY ADULT EDUCATION INSTITUTION OTHER THAN ___________?

No			81	61	88	50	26	63	195	56
Yes, 1 institution			28	21	44	25	8	20	80	23
Yes, 2 institutions			10	8	27	15	2	5	39	11
Yes, 3 institutions			4	3	12	7	3	7	19	5
Yes, 4 or more			2	1	1	1	--	--	3	1
Yes, no institutions			2	1	1	1	--	--	3	1
No answer, both			5	4	4	2	2	5	11	3

TABLE 23. WHAT WAS YOUR FATHER'S MAJOR OCCUPATION?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Professional	33	18	27	20	37	21	12	29	109	21
Managerial executive or proprietor of large business	34	19	15	11	34	19	10	24	93	18
Small business owner or manager	64	35	33	25	38	21	4	10	139	26
Farm owner or renter	1	--	4	3	4	2	1	2	10	2
Clerical or sales	7	4	7	5	8	5	5	12	27	5
Skilled worker or foreman	19	10	24	18	27	15	6	15	76	14
Semi-skilled worker	7	4	10	8	11	6	3	7	31	6
Unskilled worker or farmer	4	2	5	4	5	3	--	--	14	3
Other	11	6	6	4	11	6	--	--	28	5
No answer	1	--	1	1	2	1	--	--	4	1

TABLE 24. IN WHAT TYPE OF COMMUNITY DID YOU SPEND THE MAJOR PART OF YOUR YOUTH?

Farm	5	3	11	8	7	4	4	10	27	5
Village or town (under 10,000)	10	5	12	9	32	18	8	20	62	12
Small city (10,000 - 50,000)	21	12	15	11	27	15	5	12	68	13
Suburb or large city	44	24	32	24	78	44	18	44	172	32
Metropolitan city (1,000,000 or more)	100	55	61	46	31	18	4	10	196	37
No answer	1	--	1	1	2	1	2	5	6	1

TABLE 25. IN WHAT COUNTRY DID YOU SPEND THE MAJOR PART OF YOUR YOUTH?

U.S.A	157	87	118	89	155	88	40	98	470	89
Germany	3	2	2	1	2	1	--	--	7	1
Europe (less Germany)	14	5	8	6	11	6	--	--	33	6
Asia	1	--	--	--	2	1	--	--	3	1
Africa	1	--	--	--	1	1	--	--	2	--
South America	2	1	1	1	2	1	--	--	4	1
Other	2	1	1	1	4	2	--	--	7	1
No answer	2	1	2	1	--	--	1	2	5	1

TABLE 26. WHAT DO YOU CONSIDER TO BE YOUR MAIN OCCUPATION OR PROFESSION?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Professional	31	17	17	13	24	14	9	22	81	15
Teacher	9	5	10	8	23	13	2	5	44	8
Artist	18	10	3	2	4	2	--	--	25	5
Writer and Publishing	14	8	5	4	6	3	1	2	26	5
Business Executive	13	7	8	6	10	6	2	5	33	6
White Collar	46	25	37	28	37	21	8	20	128	24
Housewife	12	7	10	8	18	10	11	27	51	10
Retired	3	2	3	2	--	--	1	2	7	1
Other	5	3	13	10	25	14	5	12	48	9
No answer	23	13	16	12	9	5	2	5	50	10
Student	1	--	10	8	21	12	--	--	32	6

TABLE 27. WHEN DID YOU ATTEND YOUR FIRST COURSES AT:

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Fall	57	31	47	36	40	23	18	44	162	30
Spring	105	58	74	56	110	62	19	46	308	58
Summer	5	3	2	1	7	4	2	5	16	3
No answer	14	8	9	7	20	11	2	5	45	8
YEAR ATTENDED.										
1964	--	--	65	49	96	54	24	58	265	50
1963	80	44	25	19	31	18	2	7	96	18
1962	37	20	5	4	15	8	4	10	39	7
1961	15	8	6	4	5	3	1	2	18	3
1960	6	3	10	8	5	3	--	--	20	4
1959	5	3	4	3	2	1	--	--	11	2
1958	5	3	3	2	1	1	--	--	8	2
1957	4	2	1	1	--	--	--	--	8	2
1956	7	4	--	--	1	1	1	2)	35	7
1955 or earlier	19	10	2	1	8	5	4	10)		
No answer	3	2	11	8	13	7	4	10	31	6

TABLE 28. ABOUT HOW MANY COURSES HAVE YOU TAKEN SO FAR, INCLUDING SPRING 1964 REGISTRATION?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
One	71	39	40	30	49	28	23	56	153	29
Two	29	16	27	20	24	14	5	12	85	16
Three	24	13	15	11	24	14	3	7	66	12
Four	21	12	6	4	14	8	2	5	43	8
Five	3	2	3	2	4	2	--	--	10	2
Six to ten	8	4	9	7	8	5	1	2	26	5
Ten to fifteen	3	2	2	1	5	3	--	--	10	2
Fifteen to twenty	1	--	1	1	2	1	--	--	4	1
Twenty or more	4	2	1	1	10	6	1	2	16	3
No answer	17	9	28	21	37	21	6	15	88	17

TABLE 31. HOW MANY COURSES HAVE YOU REGISTERED FOR THIS SEMESTER?

One	136	75	94	71	133	75	37	90	400	75
Two	30	16	24	18	30	17	1	2	85	16
Three	6	3	5	4	7	4	2	5	20	4
Four or more	6	3	5	4	5	3	1	2	17	3
No answer	3	2	4	3	2	1	--	--	9	2

TABLE 32. ON THE AVERAGE, HOW MANY COURSES DO YOU ESTIMATE YOU HAVE TAKEN PER SEMESTER?

One course or more per semester	80	44	73	55	78	44	12	29	243	46
One course or more every other semester	10	6	2	1	11	6	1	2	24	5
One course or more every two semesters	10	6	12	9	8	5	3	7	33	6
No answer	81	45	45	34	80	45	25	61	231	43

TABLE 33. DO YOU EXPECT TO CONTINUE TO TAKE COURSES AFTER THIS SEMESTER.

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
No	6	3	19	14	35	20	7	17	67	13
Yes, one course or more per semester	104	58	83	63	94	53	17	42	298	56
Yes, one course or more every other semester	8	4	4	3	10	6	3	7	25	5
Yes, one course or more sometime in the future	21	12	15	11	26	15	9	22	71	13
Yes, no answer	15	8	1	1	5	3	1	2	22	4
No answer	27	15	10	8	7	4	4	10	48	9

TABLE 34. ABOUT HOW LONG DO YOU EXPECT TO CONTINUE TAKING COURSES TO FULFILL YOUR CURRENT EDUCATIONAL OBJECTIVES?

	NEW SCHOOL		N.Y.U.		UNIV. OF CALIF.		TULANE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
One year	21	12	17	13	28	16	4	10	70	13
Two years	15	8	27	20	32	18	3	7	77	14
Three years	11	6	8	6	7	4	2	5	28	5
Four years or more	40	22	32	24	40	23	8	20	120	23
No answer	94	52	48	36	70	40	24	58	236	44

SECTION II

Effect of Field of Study on Student Satisfaction and Motives

TABLE 35. SOURCE OF SATISFACTION: THE OPPORTUNITY FOR SELF UNDERSTANDING.

FIELD	OF MAJOR IMPORTANCE #	OF MAJOR IMPORTANCE %	OF SOME IMPORTANCE #	OF SOME IMPORTANCE %	NOT IMPORTANT #	NOT IMPORTANT %	NO ANSWER #	NO ANSWER %	TOTAL #	TOTAL %
Humanities	15	24	20	32	22	35	6	9	63	100
Social Science	21	40	19	36	7	13	6	11	53	100
Languages	--	--	6	19	20	63	6	19	32	100
Arts	8	24	11	33	10	30	4	12	33	100
Total	44	24	56	31	59	32	22	12	181	100

TABLE 36. SOURCE OF SATISFACTION: FREEDOM FROM THE REQUIREMENTS OF EXAMS AND HOMEWORK.

FIELD	OF MAJOR IMPORTANCE #	OF MAJOR IMPORTANCE %	OF SOME IMPORTANCE #	OF SOME IMPORTANCE %	NOT IMPORTANT #	NOT IMPORTANT %	NO ANSWER #	NO ANSWER %	TOTAL #	TOTAL %
Humanities	13	21	21	33	23	27	6	9	63	100
Social Science	8	15	14	26	27	51	4	8	53	100
Languages	--	--	7	22	18	56	7	22	32	100
Arts	1	3	7	21	21	64	4	12	33	100
Total	22	12	49	27	89	49	21	12	181	100

TABLE 37. SOURCE OF SATISFACTION: BECOMING A MORE INTERESTING PERSON.

FIELD	OF MAJOR IMPORTANCE #	OF MAJOR IMPORTANCE %	OF SOME IMPORTANCE #	OF SOME IMPORTANCE %	NOT IMPORTANT #	NOT IMPORTANT %	NO ANSWER #	NO ANSWER %	TOTAL #	TOTAL %
Humanities	25	40	19	30	13	21	6	9	63	100
Social Science	18	34	20	38	10	19	5	9	53	100
Languages	8	25	11	34	9	28	4	13	32	100
Arts	2	6	12	36	15	45	4	12	33	100
Total	53	29	62	34	48	27	19	10	181	100

TABLE 38. SOURCE OF SATISFACTION: CONTACT WITH STUDENTS OF DIVERSE BACKGROUNDS.

FIELD	OF MAJOR IMPORTANCE		OF SOME IMPORTANCE		NOT IMPORTANT		NO ANSWER		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Humanities	14	22	31	49	15	24	3	5	63	100
Social Science	19	36	27	51	4	7	3	6	53	100
Languages	4	12	16	50	8	25	4	12	32	99
Arts	5	15	17	52	8	24	3	9	33	100
Total	42	23	91	50	35	19	13	7	181	99

TABLE 39. SOURCE OF SATISFACTION: DEVELOPMENT OF ARTISTIC POTENTIAL.

FIELD	OF MAJOR IMPORTANCE		OF SOME IMPORTANCE		NOT IMPORTANT		NO ANSWER		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Humanities	19	30	16	25	20	32	8	13	63	100
Social Science	12	23	13	25	23	43	5	9	53	101
Languages	10	31	7	22	10	31	5	16	32	100
Arts	23	70	5	15	3	9	2	6	33	100
Total	64	35	41	23	56	31	20	11	181	100

TABLE 40. SOURCE OF SATISFACTION: BEING TAUGHT BY TEACHERS OF DIVERSE BACKGROUNDS AND EXPERIENCE.

FIELD	OF MAJOR IMPORTANCE		OF SOME IMPORTANCE		NOT IMPORTANT		NO ANSWER		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Humanities	43	68	13	21	4	6	3	5	63	100
Social Science	36	68	11	21	2	4	4	7	53	100
Languages	10	31	14	44	4	12	4	12	32	99
Arts	11	33	17	52	1	3	4	12	33	100
Total	100	55	55	30	11	6	15	8	181	100

TABLE 41. SOURCE OF SATISFACTION: FILLING IN A SPECIFIC EDUCATIONAL GAP.

FIELD	OF MAJOR IMPORTANCE #	%	OF SOME IMPORTANCE #	%	NOT IMPORTANT #	%	NO ANSWER #	%	TOTAL #	%
Humanities	36	57	11	18	12	19	4	6	63	100
Social Science	20	38	23	43	7	13	3	6	53	100
Languages	16	50	7	22	5	16	4	12	32	100
Arts	12	36	5	15	12	36	4	13	33	100
Total	84	46	46	25	36	20	15	8	181	100

TABLE 42. MOST IMPORTANT REASON FOR ATTENDING NEW SCHOOL BY FIELD.

Most Important Reason for Attending	HUMANITIES #	%	SOCIAL SCIENCES #	%	LANGUAGES #	%	ARTS #	%	TOTAL #	%
Specific Knowledge	8	20	8	20	15	38	9	22	40	100
Stimulation	28	44	27	42	5	8	4	6	64	100
Other	15	32	12	26	5	11	15	32	47	101
No Answer	12	40	6	20	7	23	5	17	30	100
Total	63	35	53	29	32	18	33	18	181	100

TABLE 43. REASON FOR ATTENDANCE: TO ACQUIRE A SPECIFIC SET OF SKILLS.

FIELD	VERY IMPORTANT #	%	IMPORTANT #	%	NOT IMPORTANT #	%	NO ANSWER #	%	TOTAL #	%
Humanities	10	16	7	11	38	60	8	13	63	100
Social Science	6	11	6	11	39	74	2	4	53	100
Languages	8	25	10	31	12	38	2	6	32	100
Arts	13	39	7	21	9	27	4	12	33	99
Total	37	20	30	17	98	54	16	9	181	100

TABLE 44. REASON FOR ATTENDING: TO INCREASE DIVERSITY IN YOUR LIFE.

FIELD	VERY IMPORTANT #	VERY IMPORTANT %	IMPORTANT #	IMPORTANT %	NOT IMPORTANT #	NOT IMPORTANT %	NO ANSWER #	NO ANSWER %	TOTAL #	TOTAL %
Humanities	25	40	24	38	9	14	5	8	63	100
Social Science	29	54	19	36	3	6	2	4	53	100
Languages	8	25	19	59	3	9	2	6	32	99
Arts	15	45	6	18	8	24	4	12	33	99
Total	77	42	68	38	23	13	13	7	181	100

SECTION III

Effect of Age on Student Satisfaction

TABLE 45. SOURCE OF SATISFACTION: CONTACT WITH STUDENTS OF DIVERSE BACKGROUNDS.

AGE	OF MAJOR IMPORTANCE		OF SOME IMPORTANCE		NOT IMPORTANT		NO ANSWER		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Under 35	33	33	49	49	13	13	5	5	100	100
35 and over	9	12	40	53	19	25	8	10	76	100
Total	42	24	89	51	32	18	13	7	176	100

TABLE 46. SOURCE OF SATISFACTION: BECOMING A MORE INTERESTING PERSON.

AGE	OF MAJOR IMPORTANCE		OF SOME IMPORTANCE		NOT IMPORTANT		NO ANSWER		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Under 35	37	37	34	34	22	22	7	7	100	100
35 and over	14	18	26	34	24	32	12	16	76	100
Total	51	30	60	34	46	26	19	10	176	100

TABLE 47. SOURCE OF SATISFACTION: OPPORTUNITY FOR A COURSE NOT AVAILABLE ELSEWHERE.

AGE	OF MAJOR IMPORTANCE		OF SOME IMPORTANCE		NOT IMPORTANT		NO ANSWER		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Under 35	31	31	23	23	44	44	2	2	100	100
35 and over	27	35	18	24	19	25	12	16	76	100
Total	58	33	41	23	63	36	14	8	187	100

TABLE 48. SOURCE OF SATISFACTION: FURTHER INTELLECTUAL DEVELOPMENT.

AGE	OF MAJOR IMPORTANCE		OF SOME IMPORTANCE		NOT IMPORTANT		NO ANSWER		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Under 35	80	80	12	12	2	2	6	6	100	100
35 and over	47	62	14	18	5	4	10	13	76	100
Total	127	72	26	15	7	4	16	9	176	100

SECTION IV

The Two Major Student Orientations to Adult Education: Effect on Attitudes and Behavior

Key to abbreviations for the two major orientations:

Intell. Stim. = Intellectual Stimulation
Ac. Spf. Know.= Acquire Specific Knowledge

TABLE 49. HOW LONG DO YOU EXPECT TO CONTINUE TAKING COURSES?

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.
1 year	29%	19%	24%	35%	21%	18%	--%	25%
2 years	20	47	22	33	12	31	33	--
3 years	27	18	--	--	57	--	50	--
4 years	45	12	19	25	25	28	12	25
No answer	28	19	33	17	16	17	21	38

TABLE 50. WHO SHOULD DO MOST OF THE WORK?

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.
Teacher	26%	15%	36%	--%	22%	22%	22%	56%
Student	30	18	17	24	14	20	25	12
Both	35	22	27	28	23	23	18	23
No answer	18	18	--	--	--	--	--	50

TABLE 51. ON THE AVERAGE, HOW MANY COURSES HAVE YOU TAKEN PER SEMESTER?

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.
Total	31%	20%	24%	23%	20%	21%	20%	29%
One course or more per semester	29	15	23	22	22	19	33	17
One course or more every other semester	40	30	50	--	27	18	--	--
One course or more every two semesters	10	40	24	42	12	12	--	33
No answer	35	21	24	22	18	25	16	36

TABLE 52. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH TEACHERS.

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.
Formal	28%	16%	15%	27%	16%	20%	20%	--%
Undecided	43	16	18	22	27	16	33	33
Informal	24	23	29	23	20	23	21	36
No answer	20	30	43	14	--	38	--	20

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.	Intell. Stim.	Ac. Spf. Know.
TABLE 53. AGE.								
Up to 35	36%	18%	25%	25%	21%	19%	29%	24%
35 and over	26	22	24	24	15	29	12	33
TABLE 54. FIELD OF ENROLLMENT.								
Total	31%	20%	24%	23%	20%	21%	20%	29%
Humanities	36	11	38	8	33	12	43	29
Social Sci.	45	13	25	23	25	10	20	20
Languages	16	44	10	45	6	34	--	--
Arts	12	24	12	33	8	40	12	33
TABLE 55. SEX OF STUDENT.								
Male	27%	27%	15%	28%	11%	23%	10%	37%
Female	33	16	28	22	27	21	27	23
TABLE 56. YEAR FIRST ATTENDED.								
1963	38%	19%	28%*	22%*	22%*	22%*	17%*	42%*
1962	24	22	20	32	19	19	33	--
1961-55	26	21	21	28	21	24	33	--
1954 & earlier	29	21	50	--	25	12	25	--
No answer	33		18	9	--	23	--	50
TABLE 57. NUMBER OF COURSES TAKEN SO FAR.								
One	41%	15%	32%	32%	24%	31	17%	43%
Two to Four	26	20	21	29	21	19	30	20
Five or more	21	26	25	25	14	10	--	--
No answer	24	29	18	14	16	22	17	--

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*The first year attended is one year later for N.Y.U., U.C. and Tulane columns. Example 1963 = 1964.

SECTION V

Analysis of "Intellectual Stimulation" and "Specific Knowledge" Groups at The New School

(Comparison of three methods* of determining motivational groups)

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*The three methods of determining the motivational groups are:

(1) = The Most Important Reason having attracted the student to the institution: "The Opportunity for Intellectual Stimulation" or "To Acquire Specific Knowledge of a Field or Subject."

(2) = Student Objectives: "To Stimulate Intellectual Curiosity" or "To Learn a Body of Specific Knowledge in a Subject."

(3) = Index:

Intellectual Stimulation Group = Most Important Reason = Intellectual Stimulation
PLUS
Objective: Least Approximates Specific Knowledge

Specific Knowledge Group = Most Important Reason = Specific Knowledge
PLUS
Objective: Least Approximates Intellectual Stimulation

TABLE 58. MOTIVATION BY SEX OF STUDENT.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.
Male	29%	44%	29%	39%	20%	30%
Female	71	56	71	61	80	70
Total	100	100	100	100	100	100
	n=56	n=36	n=56	n=33	n=46	n=27

TABLE 59. MOTIVATION BY FIELD OF STUDY.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.
Humanities	41%	19%	39%	27%	43%	22%
Social Science	43	19	45	12	43	15
Languages	9	39	5	36	9	44
Arts	7	22	11	24	4	19
Total	100	99	100	99	99	100

TABLE 60. MOTIVATION BY TYPES OF EDUCATIONAL PROCEDURES CONSIDERED ESSENTIAL.

Work Considered Essential	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.
To be asked specific questions by your teacher (13%)*	11%	14%	9%	18%	4%	15%
To be questioned about what you have learned (16%)	14	25	11	27	9	26
To write a term paper (5%)	7	3	9	3	4	4
To take a weekly quiz (3%)	5	--	4	--	2	--
To engage in discussion with a minimum of lecture (4%)	3	3	7	3	4	4
To be asked to give your views and opinions (11%)	16	8	11	9	11	7
To be able to listen to entire lecture where there is no discussion expected (15%)	21	8	14	12	13	11
To do suggested reading (24%)	36	19	21	18	30	18

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*Percentage of all students considering this activity as essential.

(continued)

(TABLE 60 - continued)

	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
To do written assignments (33%)*	34%	39%	21%	45%	30%	44%
To be able to talk to your teacher before or after classes (23%)	30	11	28	15	28	7
To have individual conferences with your teacher (14%)	12	6	16	9	9	4
To participate in class discussion (35%)	32	36	39	36	33	37
To do occasional homework (40%)	41	50	38	45	41	44
To use a required textbook (33%)	29	47	30	52	26	52
To do required reading (51%)	55	50	54	64	52	59
To give reports and discuss them in class (7%)	5	8	7	6	4	4

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*Percentage of all students considering this activity as essential.

TABLE 61. MOTIVATION BY SOURCES OF SATISFACTION RATED AS MOST IMPORTANT.

Sources of Satisfaction						
Being taught by teachers of diverse backgrounds and experience (55%)*	70%	36%	70%	42%	70%	37%
Being able to take a course which would not be available elsewhere (46%)	48	42	61	45	50	37
Using leisure time constructively (42%)	48	42	50	36	46	41

---

*Percent of New School students considering this source of satisfaction as most important.

(continued)

(TABLE 61 - continued)

	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.	Intell. Stimula.	Specif. Knowlg.
Filling in specific educational gaps (46%)*	46%	61%	39%	67%	43%	63%
Preventing mental stagnation (40%)	59	22	55	21	59	22
Becoming a more interesting person (29%)	48	11	39	15	48	11
Gaining new insights in adjusting to a rapidly changing world (59%)	50	94	41	91	46	93
Development of artistic potential and skills (35%)	36	39	25	52	33	37
Having the opportunity for self understanding (24%)	31	6	38	12	30	4
Further intellectual development (72%)	80	69	79	67	80	67
Contact with students of diverse background and ideas (23%)	39	8	30	9	37	4
Freedom from requirements of exams and homework (12%)	11	--	20	9	13	--

TABLE 62. MOTIVATION BY OCCUPATION.

Occupation						
Professional	16%	22%	18%	21%	20%	26%
White collar	34	17	32	24	35	18
Others	38	50	38	55	37	52
No answer	12	11	12	--	9	4

TABLE 63. MOTIVATION BY AGE.

Age						
Up to 35 years	64%	50%	59%	52%	67%	52%
35 years and over	36	47	37	48	33	48

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[*] Percent of New School students considering this source of satisfaction as most important.

TABLE 64. MOTIVATION BY NUMBER OF COURSES TAKEN SO FAR.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
Number of Courses Taken So Far	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
One	51%	31%	39%	27%	50%	30%
Two to four	34	42	43	52	37	44
Five or more	7	14	11	9	6	11
No answer	7	14	7	12	6	15

TABLE 65. MOTIVATION BY EDUCATIONAL PLANS.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
Do you Expect to Continue Taking Courses at New School After This Semester? If yes, how many courses do you expect to take?	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
No	--%	3%	--%	3%	--%	4%
Yes, no answer	12	3	7	3	11	4
Yes, one + per semester	66	44	79	55	67	44
Yes, one + every other semester	4	11	--	9	4	7
Yes, in the future	7	25	7	24	6	22
No answer	11	14	7	6	11	18

TABLE 66. MOTIVATION BY EDUCATIONAL PATTERN OF ATTENDANCE.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
On the Average, How Many Courses Have You Taken Per Semester?	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
One course or more per semester	82%	63%	80%	74%	83%	73%
One course or more every other semester	14	16	14	10	17	13
One course or more every two semesters	4	21	6	16	--	13

TABLE 67. MOTIVATION BY EXPECTED LENGTH OF TIME AT NEW SCHOOL.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
How Long Do You Expect to Continue Taking Courses?	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
One year	20%	22%	28%	39%	25%	30%
Two years	10	39	10	28	12	40
Three years	10	11	10	11	8	10
Four years	60	28	52	22	54	20

TABLE 68. MOTIVATION BY NUMBER OF ABSENCES.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
Number of Absences	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
0-1	9%	17%	12%	15%	9%	22%
2-3	18	6	20	9	20	7
4-5	12	6	14	9	13	4
6-7	14	19	16	24	13	26
8-9	9	8	11	9	11	7
10-+	18	14	7	15	15	15
Withdrew or transferred	4	3	4	3	4	--

TABLE 69. MOTIVATION BY EXPECTED ALLOCATION OF WORK DEMANDS.

	(1) Most Impt. Reason		(2) Goals		(3) Index	
Who Should Do Most of the Work in the Adult Education Setting?	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
The teacher	12%	11%	18%	12%	13%	4%
The student	18	17	9	15	15	15
Both should share equally	64	64	67	64	65	70

TABLE 70. MOTIVATION BY EXPECTED RELATIONSHIP WITH TEACHER.

How Would You Describe Your Relationship with Teachers?	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
Formal	16%	14%	20%	18%	17%	15%
Undecided	48	28	38	27	43	26
Informal	29	42	30	39	30	37

TABLE 71. MOTIVATION BY YEAR FIRST ATTENDED THE NEW SCHOOL.

Year First Attended The New School	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
1963	54%	42%	41%	36%	54%	41%
1962	16	22	25	27	17	26
1961-1955	21	28	27	30	17	26
1954 and earlier	7	8	7	6	9	7

TABLE 72. MOTIVATION BY OCCUPATION.

Occupation	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
Professional	16%	22%	18%	21%	20%	26%
White collar	34	17	32	24	35	18
Other	38	50	38	55	37	52
No answer	12	11	12	--	9	4

TABLE 73. MOTIVATION BY AGE.

Age	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
Up to 35	63%	50%	59%	52%	67%	52%
35 and over	36	47	37	48	33	48
No answer	--	3	4	--	--	--

	(1) Most Impt. Reason		(2) Goals		(3) Index	
	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.	Intell. Stimula.	Specif. Knowdg.
TABLE 74. NUMBER OF COURSES TAKEN SO FAR.						
One	51%	31%	39%	27%	50%	30%
Two - four	34	42	43	52	37	44
Five or more	7	14	11	9	6	11
No answer	7	14	7	12	6	15
TABLE 75. MOTIVATION BY EDUCATIONAL PLANS.						
Do you expect to continue taking courses at the New School after this semester? If yes, how many courses do you expect to take?						
No	--%	3%	--%	3%	--%	4%
Yes, No answer	12	3	7	3	11	4
Yes, per semester	66	44	79	55	67	44
Yes, every other semester	4	11	--	9	4	7
Yes, in the future	7	25	7	24	6	22
No answer	11	14	7	6	11	18
TABLE 76. ON THE AVERAGE, HOW MANY COURSES HAVE YOU TAKEN PER SEMESTER?						
One course or more per semester	82%	63%	80%	74%	83%	73%
One course or more every other semester	14	16	14	10	17	13
One course or more every two semesters	4	21	6	16	--	13
TABLE 77. HOW LONG DO YOU EXPECT TO CONTINUE TAKING COURSES?						
Total answer	100%	100%	100%	100%	99%	100%
1 year	20	22	28	39	25	30
2 years	10	39	10	28	12	40
3 years	10	11	10	11	8	10
4 years +	60	28	52	22	54	20

TABLE 78. NUMBER OF ABSENCES.

	(1) Most Impt. Reason Intell. Stimula.	 Specif. Knowdg.	(2) Goals Intell. Stimula.	 Specif. Knowdg.	(3) Index Intell. Stimula.	 Specif. Knowdg.
0-1	9%	17%	12%	15%	9%	22%
2-3	18	6	20	9	20	7
4-5	12	6	14	9	13	4
6-7	14	19	16	24	13	26
8-9	9	8	11	9	11	7
10 +	18	14	7	15	15	15
Withdrew or transferred	4	3	4	3	4	--
No answer	16	28	16	15	15	18

TABLE 79. WHO SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATION SETTING?

	(1) Most Impt. Reason Intell. Stimula.	(1) Specif. Knowdg.	(2) Goals Intell. Stimula.	(2) Specif. Knowdg.	(3) Index Intell. Stimula.	(3) Specif. Knowdg.
The teacher	12%	11%	18%	12%	13%	4%
The student	18	17	9	15	15	15
Both should share equally	64	64	67	64	65	70
No answer	5	8	5	9	7	11

TABLE 80. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH TEACHERS?

	(1) Most Impt. Reason Intell. Stimula.	(1) Specif. Knowdg.	(2) Goals Intell. Stimula.	(2) Specif. Knowdg.	(3) Index Intell. Stimula.	(3) Specif. Knowdg.
Formal	16%	14%	20%	18%	17%	15%
Undecided	48	28	38	27	43	26
Informal	29	42	30	39	30	37
No answer	7	17	12	15	9	22

TABLE 81. YEAR FIRST ATTENDED THE NEW SCHOOL.

	(1) Most Impt. Reason Intell. Stimula.	(1) Specif. Knowdg.	(2) Goals Intell. Stimula.	(2) Specif. Knowdg.	(3) Index Intell. Stimula.	(3) Specif. Knowdg.
1963	54%	42%	41%	36%	54%	41%
1962	16	22	25	27	17	26
1961-1955	21	28	27	30	17	26
1954 and earlier	7	8	7	6	9	7
No answer	2	--	--	--	2	--

CHAPTER IV

COMPARISON OF TEACHERS AND STUDENTS IN ADULT EDUCATION

In other sections of this report, the characteristics of teachers and students have been analyzed. In the design of the study, information was obtained from these two groups on identical or parallel items whenever possible in order to permit a comparison of these two sets of role partners. For several of the items in the formal questionnaire, the wording of the items differed in recognition of the different positions which the respondents hold in the adult education setting.

However, in most instances, the only difference was the use of the word "student" or "teacher." For most of the items, the identical wording could be employed without specification of student or teacher role. The title page of the instrument indicated that the questionnaire was for teachers or for students. As a consequence, the comparisons can be made in most instances on the basis that the teachers and the students were, in fact, responding to the same question.

The comparisons presented below will not include attention to all of the items. First, attention will be given to basic demographic characteristics. This will be followed by an analysis of teacher and student attitudes toward adult education in general: definitions of student roles, faculty roles, and attitudes toward some of the system properties of the particular institutions with which they are affiliated.

DEMOGRAPHIC CHARACTERISTICS OF THE TEACHERS AND STUDENTS.

The age differential between the two groups is as one might expect. The teachers are older, but one in five of the students are 45 and over, so that the usual pattern in higher education does not apply. The sex pattern is essentially reversed for the two groups--one in three of the students are male, but three of four of the teachers are male. For the marital status, the proportions coming from broken homes (12 to 15%) for the two groups are very similar and is substantially higher than for the general population. The relatively higher proportion of students who are single is related to the age structure of the student population. However, this does not explain fully the large single population in the student group.

The social backgrounds of teachers and students are almost identical in terms of the type of communities from which they come, and very similar for father's occupation. The teachers come from a somewhat higher proportion of professional families. As would be expected from the difference in age, sex and marital status, the current main occupations are quite different. For many students, the firm establishment in a career is still before them.

ATTITUDES TOWARD ADULT EDUCATION.

The basic objectives of adult education as viewed by teachers and students are very similar. (Table 1, p. TAS-1) For the six different possibilities, the rank orders are very similar for the most important objectives and identical for the least important objectives. For both groups, the stimulation of intellectual curiosity and awareness is the most important objective, but a somewhat higher proportion of the faculty selected this as most important. Correspondingly, a somewhat higher proportion of the students placed emphasis on specific knowledge and acquisition of useful skills and knowledge.

The similarity in attitude toward basic objectives in adult education is even more apparent in the general definition of the role of the adult teacher and student. In this instance, as in many others, reference to similarity refers to the distribution of the responses over a number of pre-coded alternatives. Not only are the modal responses found at the same point, but the distributions in among the other alternatives are similar. For example, both groups agree that teachers must maintain high academic standards at the same time that the teacher should tailor his course to the level of his students.

The teachers do place a somewhat higher value on the significance of the non-academic experience as a substitute for formal academic activity.

CONCEPTION OF THE STUDENT ROLE.

The agreement between the teachers and students as to the characteristics of adult students are almost identical on such items as the reasons for attending, their seriousness of purpose, their interest in learning, the adequacy of their educational backgrounds and the response of the students to hard work. The major point of difference comes in the evaluation of the richness of the life experience of students. As noted in response to a more general question in the previous section, the students are not as impressed with this aspect of the students as are the faculty members.

On the other hand, teachers and students do differ in their evaluation of the significance of specific activities in which students may be involved in their adult programs and the differences are somewhat surprising. The pattern which emerges from the comparison of sixteen different items (Table 3, p. T&S-3) is a much more traditional student role as seen by the student as compared to the role definition of student by the faculty. The faculty places a higher value on discussion, on individual contact with the student, on giving the student a chance to express his opinion, and it is less interested in written assignments or quizzes.

In general, students tend to view the enterprise in more formal and structured terms as compared with the faculty. And so we see a social enterprise in which there is agreement among the two groups of participants as to the basic objectives, but interesting variations in the specific means for reaching these objectives.

For many students and teachers, there is a consensus, but the dominant tones differ. Further analysis is needed to sort out the consequences of these differences. The analysis of the second and third waves of student questionnaires reported elsewhere in this study is one approach to this problem.

CONCEPTION OF FACULTY ROLE.

The comments in the section above, dealing with student roles, is, of course, instructive in its definition of the role of the teachers in the system. Certain other aspects, however, may be noted. For example, the teachers believe that their relationships with their students are informal, but the students, much more frequently, think that they are formal. A similar pattern emerges when both groups define the degree of closeness of the relationship between faculty and students. (See Table 5, p. T&S-7.)

Of interest here is the consequence for interaction between the two groups in the light of this discrepancy. Some of this difference may be a function of the perception of what is formal and what is informal and close. A teacher in his higher status in the system may consider certain patterns of interaction as being characterized by informality and the same patterns may be viewed as formal by the student.

The more serious problem comes at those points where the teacher is unaware of the degree of social distance; and even though he wants to have an informal relationship, he is unable to effect this pattern because he misperceives the student's response to his behavior. Teachers are prepared to see the adult education setting as being more different from other academic settings than are students, and this may lead the teacher to think that he is being informal when the student still views him in a more structured fashion.

TEACHER AND STUDENT RESPONSE TO THE ADULT EDUCATION EXPERIENCE.

In the discussion of the teacher in the adult education setting, it was emphasized that his involvement in the system is not high. For the student, the degree of familiarity is even less. Most students found themselves unable to respond to questions dealing with the relationship between students and faculty, students and faculty advisors, students and the administration.

Their contact is essentially with one teacher and this is aggravated by the very rapid turnover of students. Their relationship with fellow students is apparently more intense and only about one-fifth did not respond to questions asking for a judgment about other students.

However, in spite of all the possible sources of alienation from the system, both students and faculty share a positive attitude toward the experience, and the patterns of distribution are very similar. Over three out of four found the experience satisfying in most or all respects. The sources of satisfaction are different, of course, but the net effect is positive.

Given this high level of reported satisfaction, the high turnover of students is of special significance. The assumption that satisfaction will lead to continued involvement may be true for only that segment of the student body which has a long-term agenda in education rather than a desire for a particular experience.

SUMMARY.

The examination of the responses of teachers to identical or parallel questions has revealed two major findings. In the first place, the teachers and students seem to be drawn from closely related sub-groups in the society with much in common in their general background and with common attitudes toward adult education, and their responses to the experience also have been comparable.

However, the role definitions of the particular patterns of behavior involved do differ, with the students leaning toward a more formal structured pattern and the teachers viewing their role in more unstructured informal terms.

The teachers, as persons more experienced in teaching and working with adults, have found that the student's self-definition is less appropriate for the achievement of the objectives of adult education and the student may be bringing with him a limited conception of the type of relationship which this special type of education setting might offer.

COMPARISONS BETWEEN TEACHER AND STUDENT RESPONSES

(Selected Tables)

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COMPARISON BETWEEN TEACHERS AND STUDENTS

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2. TEACHERS VARY IN THE APPROACH THEY EMPLOY IN WORKING WITH ADULT STUDENTS.. T&S-2

3. WHICH OF THE FOLLOWING POSITIONS REGARDING THE EDUCATION OF ADULTS DO YOU AGREE OR DISAGREE WITH?......................... T&S-3

4. PLEASE INDICATE HOW ESSENTIAL YOU CONSIDER EACH OF THE ACTIVITIES LISTED BELOW FOR ACHIEVING YOUR OBJECTIVES IN ATTENDING COURSES/IN YOUR TEACHING OF ADULTS.................. T&S-4

5. HOW SIMILAR SHOULD THE PERSONAL RELATIONSHIP BETWEEN TEACHER AND STUDENT BE TO THAT USUALLY FOUND IN OTHER ACADEMIC SETTINGS?.. T&S-7

WHO, IN YOUR OPINION, SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATIONAL SETTING?.. T&S-7

HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH STUDENTS?....... T&S-7

TABLE 1. WHICH OF THE OBJECTIVES MOST (LEAST) CLEARLY APPROXIMATES YOUR OWN?

	All Institutions			
	Total % Student		Total % Teachers	
	Most	Least	Most	Least
To have/provide a meaningful way of spending leisure time	11	42	10	34
To stimulate intellectual curiosity	25	5	38	2
To gain/provide a broad perspective of a field	12	6	10	11
To learn/convey the basic principles and concepts of a field	15	6	18	3
To learn/impart a body of specific knowledge in a subject	19	12	12	16
To acquire/provide skills or knowledge which will be useful in work or everyday living	17	27	10	30
No answer	--	1	2	3

TABLE 2. TEACHERS VARY IN THE APPROACH THEY EMPLOY IN WORKING WITH ADULT STUDENTS. (Please indicate the approaches you expect your teacher/you intend to employ this semester.)

	Three Institutions*	
	Total % Student	Total % Teacher
Lecture and Discussion		
Lecture only	3	--
Lecture and occasional discussion	28	18
Lecture and discussion	56	58
Discussion and occasional lecture	8	14
Discussion only	3	4
No answer	2	5
Out-of-Class Work		
No out-of-class work expected of students	6	7
Occasional and limited out-of-class work expected of students	43	38
Frequent out-of-class work expected of students	40	31
Extensive and time-consuming out-of-class work expected of students	9	22
No answer	2	2
Contact With Students		
No contact with students outside of class expected	49	14
Occasional contact with students out of class expected	44	65
Frequent contact with students out of class expected	4	19
Extensive contact with students outside of class expected	--	--
No answer	3	3

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*This question was not asked of New School respondents.

TABLE 3. WHICH OF THE FOLLOWING POSITIONS REGARDING THE EDUCATION OF ADULTS DO YOU AGREE OR DISAGREE WITH?

	All Institutions	
	Total % Student	Total % Teachers
The Teacher In An Adult Education Institution Should Tailor His Course To The Level Of His Students.		
Agree	43	47
Strongly agree	12	12
Disagree	30	22
Strongly disagree	10	14
No answer	5	4
Because Of His Heavy Outside Commitments, The Only Responsibility Of The Adult Student Should Be To Attend Classes And To Participate In Them.		
Agree	25	18
Strongly Agree	3	4
Disagree	48	44
Strongly disagree	18	28
No answer	6	7
To Obtain A Desirable Level Of Achievement, Teachers Must Maintain High Academic Standards.		
Agree	49	54
Strongly agree	30	22
Disagree	9	14
Strongly disagree	2	2
No answer	10	8
Although Teachers Cannot Assume That Adult Students Are Familiar With The Relevant Literature In The Field, They Do Have Real Life Experience Which Can Serve As A Good Substitute.		
Agree	39	43
Strongly agree	4	10
Disagree	41	29
Strongly disagree	5	5
No answer	11	12

(continued)

TABLE 4. PLEASE INDICATE HOW ESSENTIAL YOU CONSIDER EACH OF THE ACTIVITIES LISTED BELOW, FOR ACHIEVING YOUR OBJECTIVES IN ATTENDING COURSES/ IN YOUR TEACHING OF ADULTS.

	All Institutions	
	Total % Student	Total % Teachers
To Participate In Class Discussion/To Supplement Lecture With Discussion		
Essential	36	65
Valuable	49	25
Of little value	10	3
Not valuable	2	2
No answer	3	5
To Do/Give Occasional Homework		
Essential	47	38
Valuable	41	33
Of little value	7	15
Not valuable	3	8
No answer	3	6
To Use A Required Textbook/To Require A Textbook		
Essential	40	35
Valuable	38	28
Of little value	11	12
Not valuable	4	19
No answer	6	6
To Do/Assign Required Reading		
Essential	59	38
Valuable	31	41
Of little value	4	10
Not valuable	2	5
No answer	4	6
The Teacher Be Available To Students For Discussion Before And After Class		
Essential	21	37
Valuable	54	48
Of little value	17	8
Not valuable	5	2
No answer	3	5

(continued)

(TABLE 4 - continued)

	All Institutions	
	Total % Student	Total % Teachers
To Have Individual Conferences Between Teacher And Student		
Essential	11	25
Valuable	52	55
Of little value	22	9
Not valuable	9	4
No answer	5	7
To Be Asked/To Ask Students Questions Which Assess What Students Have Learned		
Essential	23	36
Valuable	45	37
Of little value	20	12
Not valuable	8	11
No answer	5	4
To Write/To Require A Term Paper Or Project		
Essential	7	15
Valuable	44	31
Of little value	27	21
Not valuable	16	24
No answer	6	9
To Take/To Give A Weekly Quiz		
Essential	7	4
Valuable	30	16
Of little value	35	28
Not valuable	22	44
No answer	6	9
To Engage In/To Lead Students in Discussion With A Minimum Of Lecture		
Essential	6	14
Valuable	32	35
Of little value	40	25
Not valuable	16	15
No answer	7	11
To Be Asked/To Ask Students Questions Which Elicit Views And Opinions		
Essential	12	36
Valuable	50	44
Of little value	23	10
Not valuable	9	5
No answer	6	6

(continued)

	All Institutions	
	Total % Student	Total % Teachers
To Use Student Reports As A Forum Of Class Discussion		
Essential	7	9
Valuable	37	37
Of little value	34	18
Not valuable	16	28
No answer	6	8
To Do/Provide Suggested Reading		
Essential	25	33
Valuable	67	53
Of little value	4	5
Not valuable	1	4
No answer	4	6
To Do/To Insist Students Do Written Assignments		
Essential	38	25
Valuable	38	28
Of little value	12	25
Not valuable	6	17
No answer	6	6
To Be Asked Specific Questions/To Ask Specific Students Questions		
Essential	17	32
Valuable	46	35
Of little value	25	16
Not valuable	7	13
No answer	5	4
To Be Able To Listen To Entire Lectures When There Is No Discussion Expected/To Lecture Entire Period With Almost No Discussion		
Essential	14	1
Valuable	37	11
Of little value	28	31
Not valuable	15	52
No answer	6	6

TABLE 5. HOW SIMILAR SHOULD THE PERSONAL RELATIONSHIP BETWEEN TEACHER AND STUDENT BE TO THAT USUALLY FOUND IN OTHER ACADEMIC SETTINGS?

	STUDENTS %	TEACHER %
Very similar	25	14
Somewhat similar	54	60
Not similar at all	10	20
No answer	11	6

WHO, IN YOUR OPINION, SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATIONAL SETTING?

	STUDENTS %	TEACHER %
The teacher	13	19
The student	25	11
Both should share equally	57	62
No answer	5	7

HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH STUDENTS (TEACHERS)?

	STUDENTS %	TEACHER %
Very formal	1	--
Formal	22	8
Undecided	18	6
Informal	40	74
Very informal	2	9
Have not yet attended any classes	12	1
No answer	6	3

CHAPTER V

CHANGES IN STUDENT MOTIVATIONS, GOALS AND EXPECTATIONS OVER TIME

INTRODUCTION.

Initial decisions about sampling procedures were made so as to permit the investigation of the effect of specific educational experiences on students. At The New School, students were given questionnaires thrice in the course of the semester--once before first contact with the instructor and class, the second time at about the middle of the semester, and the third time just before the term ended. At The University of California it was possible to administer Student Questionnaires only twice (first and second student questionnaires only).

Three methods of analysis of this type of data are possible. One method consists simply in the comparison of response frequencies for the student sample as a whole for given items. For example, we determined whether the proportion of students expressing a high degree of satisfaction with their course increased or decreased in the course of the semester. Comparison tables resulting from this kind of analysis are presented at the end of this chapter. The second method of analysis is one known as "panel analysis." Here, the emphasis is on what happens to the attitudes or goals of an individual student as a result of a particular educational experience. For example, one would determine how many of the students who, at the beginning of the term, expected to find course work "very satisfying," and did, indeed, find if "very satisfying" at the close of the semester. And, similarly, how many expecting to find it "satisfying" now consider the experience "very satisfying." Whenever appropriate, such "turnover" tables are presented in relation to the text of this chapter. The third method of analysis focuses on the class as the unit and assesses the proportion of students in given classes who changed in objective or attiude in one rather than another direction. Some "class" analysis has been undertaken but will not be presented at this time in order to keep this report within reasonable size.

STUDENT MOTIVATION OVER TIME.

Exposure to a particular educational experience does not in most respects change the frequency of distribution of student's motiviations. On the whole, student's reports on why they undertook to participate in the program of the institutuon does not, for most items, change over time. Some modest changes do occur and, interestingly, they move in the same direction at both The New School and The University of California.

Students, by the middle of the semester, consider the "increase in diversity in their life" of somewhat"less importance" in having attracted them to the institution. (Table 1) There is a small decrease in considering "opportunity for intellectual stimulation" as "most important" and an increase (for both The New School and University of California) in considering the "acquisition of specific knowledge" as the "most important" reason motivating them to participate in adult education. Thus, while initially a more general motivation has somewhat higher priority for a larger number of students, the experience of a specific course redefines the major attraction for some students in the direction of more specificity.

4

It should be pointed out that this relative stability in the response frequencies does not imply that individual students are not changing in their view of their major motivations, only that these changes seem to cancel each other out for the sample as a whole. This is, for example, illustrated by Table 1, which analyzes the turn-over in the students' views of the importance of "the opportunity for study not available elsewhere" as a reason for having attracted them to adult education.

TABLE 1

IMPORTANCE OF "THE OPPORTUNITY FOR STUDY NOT OPEN TO YOU ELSEWHERE" FOR HAVING ATTRACTED STUDENT TO NEW SCHOOL.

	Phase II (Second Student Questionnaire)				
Phase I	Very Important	Important	Not Important	No Answer	Total
(First Student Questionnaire)					
Very important	13	5	3	3	24
Important	5	10	7	--	22
Not important	7	8	33	3	51
No answer	1	2	5	4	12
Total	26	25	48	10	109

Table 1 shows that five students who attributed "very important" to this reason at the beginning of the term have half-way through the semester changed their evaluation to "important," and similarly, five students who initially considered this reason as "important" now consider it "very important." Such changes in opposite directions on the part of some students contribute to an over-all picture of no change in proportion of students considering these reasons as "very important," "important," or " not important."

THE STUDENT AND THE EDUCATIONAL WORK STRUCTURE.

It has already been noted (Chapter IV) that the students uniformly expect to fulfill a larger share of work demands than the teachers expect to require. These differential expectations have been interpreted to mean that the student sees more continuity between work demands and format of adult education courses and other educational contexts (primarily college and university) than does the teacher.

The student's view of the value of specific educational activities, especially those involving his participation and effort, decreases strikingly from the beginning to the end of the semester. For example: initially 40% of the students at The New School considered the doing of homework as "essential in achieving their objectives." By the close of the semester, only 22% still held to this view. To do written assignments is considered "essential" or "valuable" by 66% of the students initially, but is only so viewed by 44% of the students after a term's work. (Table 2)

If our study had only been directed towards eliciting information from students and had been limited only to learning about their goals and attitudes, the pattern of changes noted before would indeed be puzzling. However, in addition to collecting data on teachers' objectives (already discussed), the second Student Questionnaire requested students to provide their estimate of their teacher's view of diverse educational activities. Uniformly, the students perceived (accurately it should be added) their teachers to give less weight to traditional educational activities (such as using textbooks, requiring assignments, doing homework) than they did. (See Table 2.)

It then seems clear that with regard to work expectations, students changed in the direction of the demand structure they attributed to their teachers. There was one area in which this pattern was not confirmed. This area concerned the students' viewsof the importance of being able to "talk to the teacher before and after class" and to "hold individual conferences with the teacher." Despite estimating that teachers did not consider these activities "essential," about the same fraction of students, at the end of the semester, held these activities to be more "essential" than they did at the beginning. It should be remembered (Chapter III) that it is in the area of student-teacher out-of-class relationships that students and teachers manifest the most divergent perceptions. Teachers estimate such relationships and contacts to be closer and more "informal" than do the students. It appears that in this area, students are least likely to be influenced in the direction of their teacher's expectations and perceptions.

The panel analysis illustrates the shift in student position toward that which they assume to be that of their teachers. Table 2 shows that of 46 students who consider "participation in class disucssion" as "essential" in fulfilling their educational objectives, only 18 believe that their teachers share this view.

TABLE 2

	Students' Estimate of: How Essential Teacher Considers "Participation in Class Discussion"				
How Essential Student Considers Participation in Class Discussion	Essential	Valuable	Of Little Value	Not Valuable	Total
Essential	18	16	4	6	44
Valuable	11	15	17	2	45
Of little value	1	3	1	1	6
Not valuable	--	--	--	1	1
Total	30	34	22	10	96

Table 3 then shows that of 36 students[1] who considered class discussion "essential" initially, only 12 do so by the end of the term. The "panel analysis" here documents and supports the trends noted in a comparison of frequency distributions of student responses over time.

TABLE 3

(Phase III-Third Student Questionnaire)

Phase I (First Student Questionnaire)	How Essential Student Considers "Participation in Class Discussion."				
	Essential	Valuable	Of Little Value	Not Valuable	Phase III
How Essential Student Considers""Participation in Class Discussion."					
Essential	12	19	4	1	36
Valuable	3	25	11	4	43
Of little value	--	1	5	2	8
Not valuable	--	--	--	2	2
Total	15	45	20	9	89

The single most striking change of student position occurs with regard to the question on "who, in your opinion should do most of the work in the adult education setting?"

This question, asked only of The New School sample regarding the allocation of major work responsibility, is answered "the teacher" by 15% of the students before the first meeting of class. By the close of the term, 62% of the students felt that the major effort should be made by the teacher.

STUDENTS OVER-ALL SATISFACTION.

Despite a change in outlook on educational format and required activity, over-all student satisfaction remains high. (Table 4) Thirty-seven per cent of the students indicated high satisfaction with course work at The New School. Forty-seven per cent of the students could not answer this question (since most of these had not had previous experience with the institution). By the end of the semester the proportion of students who had indicated a high degree of satisfaction increased to 49%. The panel study (Table 4) reveals how the 42 students who had not been able to answer this question initially distributed themselves by the end of the semester. Thirty-one students found their course work either "very satisfying" or "satisfying" and 10 did not find it "satisfying." It is not surprising that this is a higher proportion of negative reaction than among students who already had familiarity with the institution. Presumably, those with a negative reaction in previous exposures were not among those returning.

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[1] Of the 44 students answering "essential" in Wave 1, only 36 answered the questionnaire in Wave 3.)

TABLE 4

(Phase III-Third Student Questionnaire)

Phase I (First Student Questionnaire)	How Satisfying Did You Find Taking Courses At The New School?				
	Very Satisfying	Satisfying	Not Satisfying	No Answer	Total
How Satisfying Do You Expect To Find Courses At The New School?					
Very satisfying	24	8	4	1	37
Satisfying	11	9	1	--	21
Not satisfying	--	--	--	--	--
No answer	14	17	10	1	42
Total	49	34	15	2	100

Though the question was worded somewhat differently at The University of California, the percentage of those not too satisfied is about the same as at The New School (13 and 15% respectively). However, the percentage of students indicating high satisfaction at The University of California is somewhat smaller than at The New School.

In general, students entering adult education programs with initial high expectations of satisfaction maintain these expectations despite varied educational experiences and some changes in their views on how adult education should be implemented.

In the light of these findings the attrition of students during the course of a semester and the low rate of return of those enrolled, presents an interesting problem. It may be that factors other than those pertaining to the adult educational experience are operative here. However, Chapter VI systematically explores differences between those students who return and those who do not, in terms of the data available to us.

CHANGES IN STUDENT RESPONSES OVER TIME

AT THE NEW SCHOOL AND THE UNIVERSITY OF CALIFORNIA

(Percentage Distributions* for Comparable Phases.)

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*New School - Phase I, n = 181
Phase II, n = 109
Phase III, n = 100

University of California -

Phase I, n = 177
Phase II, n = 102

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TABLE 1. REASONS FOR ATTENDING.

TABLE 1-A. HOW IMPORTANT ARE THE FOLLOWING REASONS FOR HAVING ATTRACTED YOU TO:

	NEW SCHOOL		UNIV. OF CALIF.	
	Phase I	Phase II	Phase I	Phase II
The Opportunity For Study Not Open To You Elsewhere				
Very important	22	24	35	26
Important	21	23	25	28
Not too important	49	44	37	42
No answer	9	9	3	3
The Opportunity For A Course Not Available Elsewhere				
Very important	33	26	34	29
Important	23	27	29	27
Not too important	36	36	34	41
No answer	8	11	3	2
Prestige Attached To Being At:				
Very important	1	1	4	5
Important	10	11	9	13
Not too important	79	75	84	76
No answer	9	13	3	6
The Increase In Self-Esteem In Attending School				
Very important	7	7	9	10
Important	21	24	26	30
Not too important	62	56	60	56
No answer	10	13	4	4
To Acquire Specific Knowledge Of A Field On Subject				
Very important	56	62	62	63
Important	26	22	30	28
Not too important	12	11	7	8
No answer	6	6	1	1
The Opportunity For Professional Advancement Or Choice Of A Career				
Very important	10	10	33	27
Important	14	11	28	25
Not too important	67	69	37	45
No answer	8	10	2	3

(continued)

(TABLE 1-A-continued)

	NEW SCHOOL		UNIV. OF CALIF.	
	Phase I	Phase II	Phase I	Phase II
The Opportunity For Intellectual Stimulation				
Very important	66	53	55	49
Important	19	32	32	40
Not too important	8	6	12	10
No answer	6	8	1	1
To Increase Diversity In Your Life				
Very important	42	32	38	32
Important	38	50	36	42
Not too important	13	10	25	24
No answer	7	8	2	1
To Fill An Educational Gap				
Very important	35	38	29	40
Important	32	27	40	39
Not too important	25	26	29	20
No answer	7	9	2	1
A Search For Self-Understanding				
Very important	19	20	19	15
Important	23	23	29	37
Not too important	49	43	50	46
No answer	9	14	2	2
Escaping The Boredom Of Everyday Life				
Very important	13	13	11	10
Important	26	25	23	27
Not too important	52	51	64	59
No answer	8	11	2	4
To Meet People With Similar Interests				
Very important	17	6	7	6
Important	30	33	23	32
Not too important	44	52	68	59
No answer	8	9	3	3
To Acquire A Specific Set of Skills				
Very important	20	22	27	26
Important	16	16	27	23
Not too important	54	50	43	48
No answer	9	13	3	3

(continued)

(TABLE 1-A - continued)

	NEW SCHOOL		UNIV. OF CALIF.	
	Phase I	Phase II	Phase I	Phase II
Association With An Impressive Faculty At The New School				
Very important	18	10	*	*
Important	39	35	*	*
Not too important	34	41	*	*
No answer	9	14	*	*

TABLE 1-B. IN YOUR OPINION, WHICH ONE OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT?

	NEW SCHOOL		UNIV. OF CALIF.	
	Phase I	Phase II	Phase I	Phase II
The opportunity for study not open to you elsewhere	1	3	6	3
The opportunity for a course not available elsewhere	6	6	9	3
Prestige attached to being at	--	--	--	--
The increase in self-esteem in attending school	1	1	--	--
To acquire specific knowledge of a field or subject	20	27	21	29
The opportunity for professional advancement or choice of career	1	1	7	3
To increase diversity in your life	6	6	7	6
The opportunity for intellectual stimulation	31	23	21	22
To fill an educational gap	7	5	3	7
A search for self-understanding	4	6	2	--
Escaping the boredom of everyday life	1	--	1	--
To meet people with similar interests	--	--	1	1
To acquire a specific set of skills	2	5	4	5
Association with an impressive faculty at The New School	1	2	*	*

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*This item was not included in the questionnaire.

TABLE 2. PLEASE INDICATE HOW ESSENTIAL YOU CONSIDER EACH OF THE ACTIVITIES LISTED BELOW FOR ACHIEVING YOUR OBJECTIVES IN ATTENDING COURSES AT:

	THE NEW SCHOOL			UNIV. OF CALIF.	
	Phase I	Phase II*	Phase III	Phase I	Phase II*
To participate in class discussion					
Essential	35	29	15	33	29
Valuable	50	31	46	53	41
Of little value	8	20	20	11	17
Not valuable	1	11	11	2	12
No answer	6	8	8	1	1
To do occasional homework					
Essential	40	23	22	62	50
Valuable	46	24	39	31	34
Of little value	4	15	13	6	9
Not valuable	3	25	14	1	6
No answer	6	14	12	1	1
To use a required textbook					
Essential	33	20	19	47	49
Valuable	41	26	33	40	22
Of little value	10	14	17	9	14
Not valuable	5	27	15	1	14
No answer	11	13	16	2	2
To do required reading					
Essential	51	34	34	72	67
Valuable	34	32	39	25	25
Of little value	4	9	6	2	2
Not valuable	1	15	9	--	5
No answer	9	10	12	1	2
To do suggested reading					
Essential	24	22	19	26	21
Valuable	62	55	60	71	59
Of little value	4	4	2	3	9
Not valuable	--	7	5	1	4
No answer	8	12	14	--	8

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*Phase II: Please indicate how essential your teacher considers each of the following activities to be for his students.

(continued)

(TABLE 2 - continued)

	THE NEW SCHOOL			UNIV. OF CALIF.	
	Phase I	Phase II*	Phase III	Phase I	Phase II*
To do written assignments					
Essential	33	20	20	49	40
Valuable	36	9	22	40	26
Of little value	14	17	20	6	13
Not valuable	8	38	22	2	17
No answer	10	16	16	3	4
To be able to talk to your teacher before and after class					
Essential	23	10	24	17	15
Valuable	48	39	42	60	52
Of little value	18	15	14	16	23
Not valuable	5	18	10	6	10
No answer	6	17	10	1	1
To have individual conferences with your teacher					
Essential	14	5	15	7	8
Valuable	49	26	37	58	40
Of little value	22	17	23	23	27
Not valuable	8	29	15	9	18
No answer	8	24	10	3	7
To be asked specific questions by your teachers					
Essential	13	17	17	19	21
Valuable	49	24	33	46	27
Of little value	20	23	21	26	25
Not valuable	9	23	17	6	24
No answer	9	13	12	3	3
To be questioned about what you have learned					
Essential	16	10	14	30	26
Valuable	42	27	31	50	30
Of little value	23	17	23	14	20
Not valuable	9	29	20	5	21
No answer	9	17	12	1	3

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*Phase II: Please indicate how essential your teacher considers each of the following activities to be for his students.

(continued)

(TABLE 2 - continued)

	THE NEW SCHOOL			UNIV. OF CALIF.	
	Phase I	Phase II*	Phase III	Phase I	Phase II*
To write a term paper					
Essential	5	4	3	8	26
Valuable	39	18	28	59	28
Of little value	28	13	25	23	20
Not valuable	18	37	30	8	20
No answer	10	28	14	2	6
To take a weekly quiz					
Essential	3	3	2	10	10
Valuable	24	5	16	40	15
Of little value	36	12	32	34	19
Not valuable	26	56	38	15	52
No answer	12	25	12	1	5
To engage in discussion with a minimum of lecture					
Essential	4	13	9	5	12
Valuable	32	17	22	29	22
Of little value	38	18	31	43	34
Not valuable	15	34	24	19	27
No answer	12	17	14	4	5
To be asked to give your views and opinions					
Essential	11	22	13	12	16
Valuable	44	32	43	53	32
Of little value	24	12	20	23	27
Not valuable	9	19	12	10	22
No answer	12	15	12	3	3
To give reports and discuss them in class					
Essential	7	5	6	4	5
Valuable	35	11	23	44	13
Of little value	32	16	25	35	34
Not valuable	16	47	31	15	41
No answer	10	22	15	2	7
To be able to listen to entire lectures where there is no discussion expected					
Essential	15	27	14	9	16
Valuable	34	26	35	44	21
Of little value	25	12	19	30	30
Not valuable	17	17	18	12	26
No answer	9	19	14	4	7

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*Phase II: Please indicate how essential your teacher considers each of the following activities to be for his students.

TABLE 3. IMAGE OF NEW SCHOOL STUDENTS. To what extent do you think the following descriptions apply to New School students?

	Phase I	Phase III
New School students are more interested in learning than in just getting a degree.		
None	--	--
A few	4	10
Majority	66	63
All of them	2	4
No answer	28	23
New School students are rich in life experiences.		
None	--	1
A few	34	46
Majority	29	20
All of them	--	1
No answer	35	32
New School students are intellectual dilettantes.		
None	2	--
A few	54	55
Majority	9	15
All of them	--	--
No answer	35	30
New School students have inadequate educational backgrounds.		
None	8	12
A few	51	51
Majority	5	7
All of them	1	--
No answer	35	30
New School students have a more serious and sober attitude than students in a regular academic institution.		
None	4	3
A few	22	24
Majority	38	43
All of them	4	2
No answer	32	28

(continued)

(TABLE 3 - continued)

	Phase I	Phase III
New School students are here primarily for social intercourse.		
None	7	13
A few	56	59
Majority	4	2
All of them	--	--
No answer	33	26
New School students represent an unusual diversity of backgrounds.		
None	--	--
A few	9	24
Majority	47	46
All of them	13	5
No answer	30	25
New School students are infatuated with the romance of ideas.		
None	3	3
A few	46	49
Majority	14	16
All of them	2	--
No answer	35	32
New School students drop out of their courses when the going gets rough.		
None	3	4
A few	56	57
Majority	3	7
All of them	1	2
No answer	37	30

TABLE 4. STUDENT GOALS. The following represent objectives held by some students. (Please place a plus (+) in front of the objective which most clearly approximates your own; then place a minus (-) in front of the objective which least approximates your own.)

	THE NEW SCHOOL	
	Phase I	Phase III*
To have a meaningful way of spending leisure time		
Plus	32	25
Minus	34	
No answer	34	75
To stimulate intellectual curiosity		
Plus	51	37
Minus	6	
No answer	42	63
To gain a broad perspective of a field		
Plus	34	30
Minus	11	
No answer	55	70
To learn a body of specific knowledge in a subject		
Plus	39	34
Minus	19	
No answer	42	66
To acquire skills or knowledge which will be useful in work or everyday living		
Plus	24	17
Minus	41	
No answer	35	83

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*Which of the following objectives most clearly approximates what you have gotten out of your course?

TABLE 5. SOURCES OF SATISFACTION.

	THE NEW SCHOOL			UNIV. OF CALIF.	
	Phase I	Phase II	Phase III	Phase I	Phase II
How satisfying do you find courses at The New School?					
Very satisfying	37	45	49		
Satisfying	19	41	34		
Not satisfying	1	5	15		
No answer	42	9	2		
Satisfying in all respects				24	24
Satisfying in most respects				49	60
Satisfying in some respects only				4	13
No answer				22	3
How important do you expect each of the following to be as a source of satisfaction for you in your courses?					
Development of artistic potential and skills					
Of major importance	35	26	21	26	24
Of some importance	23	26	19	42	41
Not important	31	43	49	28	34
No answer	11	6	11	3	--
Having the opportunity for self understanding					
Of major importance	24	26	19	25	29
Of some importance	31	29	27	46	46
Not important	32	37	43	26	24
No answer	12	7	11	3	--
Further intellectual development					
Of major importance	72	72	54	74	74
Of some importance	15	20	28	23	24
Not important	4	4	8	2	2
No answer	9	5	10	2	--

(continued)

(TABLE 5 - continued)

	THE NEW SCHOOL			UNIV. OF CALIF.	
	Phase I	Phase II	Phase III	Phase I	Phase II
Contact with students of diverse backgrounds and ideas					
Of major importance	23	19	5	11	14
Of some importance	50	44	38	60	57
Not important	19	33	47	27	29
No answer	7	4	10	2	--
Being taught by teachers of diverse backgrounds and experience					
Of major importance	55	52	35	32	36
Of some importance	30	37	34	54	53
Not important	6	6	22	12	11
No answer	8	4	9	3	--
Being able to take a course which would not be available to you elsewhere					
Of major importance	46	39	38	46	39
Of some importance	26	28	25	34	32
Not important	18	27	27	18	27
No answer	10	6	10	2	1
Using leisure time constructively					
Of major importance	42	46	39	35	29
Of some importance	29	33	25	38	41
Not important	20	18	27	25	29
No answer	8	3	9	2	--
Filling in specific educational gaps					
Of major importance	46	45	43	49	50
Of some importance	25	33	24	33	37
Not important	20	19	23	17	13
No answer	8	3	10	2	--

(continued)

(TABLE 5 - continued)

	THE NEW SCHOOL			UNIV. OF CALIF.	
	Phase I	Phase II	Phase III	Phase I	Phase II
Preventing mental stagnation					
Of major importance	40	40	35	38	41
Of some importance	29	36	27	36	34
Not important	22	19	25	24	25
No answer	9	5	13	2	--
Becoming a more interesting person					
Of major importance	29	33	25	30	32
Of some importance	34	33	26	44	39
Not important	26	29	36	23	28
No answer	10	5	13	3	--
Freedom from requirements of exams and homework					
Of major importance	12	13	12	3	4
Of some importance	27	33	26	17	23
Not important	49	49	48	76	69
No answer	12	6	14	4	5
Acquiring specific knowledge of a field or subject					
Of major importance	59	58	54	59	69
Of some importance	23	26	21	32	27
Not important	9	12	13	6	4
No answer	9	5	12	2	--
Gaining new insights in adjusting to a rapidly changing world					
Of major importance	32	29	18	37	35
Of some importance	36	34	29	43	45
Not important	24	33	41	18	19
No answer	9	4	12	2	1

(TABLE 5 - continued)

	THE NEW SCHOOL			UNIV. OF CALIF.	
	Phase I	Phase II	Phase III	Phase I	Phase II
Preventing mental stagnation					
Of major importance	40	40	35	38	41
Of some importance	29	36	27	36	34
Not important	22	19	25	24	25
No answer	9	5	13	2	--
Becoming a more interesting person					
Of major importance	29	33	25	30	32
Of some importance	34	33	26	44	39
Not important	26	29	36	23	28
No answer	10	5	13	3	--
Freedom from requirements of exams and homework					
Of major importance	12	13	12	3	4
Of some importance	27	33	26	17	23
Not important	49	49	48	76	69
No answer	12	6	14	4	5
Acquiring specific knowledge of a field or subject					
Of major importance	59	58	54	59	69
Of some importance	23	26	21	32	27
Not important	9	12	13	6	4
No answer	9	5	12	2	--
Gaining new insights in adjusting to a rapidly changing world					
Of major importance	32	29	18	37	35
Of some importance	36	34	29	43	45
Not important	24	33	41	18	19
No answer	9	4	12	2	1

TABLE 6. TEACHER-STUDENT RELATIONSHIP.

TABLE 6-A. WHO, IN YOUR OPINION, SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATION SETTING?

	THE NEW SCHOOL	
	Phase I	Phase III
The teacher	15	62
The student	18	7
Both should share equally	57	26
No answer	9	5

TABLE 6-B. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH TEACHERS?

	THE NEW SCHOOL		UNIV. OF CALIF.	
	Phase I	Phase II	Phase I	Phase II
Very formal	1	9	2	8
Formal	16	35	26	29
Undecided	8	*	29	*
Informal	36	46	33	57
Very informal	--	3	3	4
Have not yet attended any classes	26	*	5	*
No answer	11	7	2	2

---

*This item was not included in the questionnaire.

CHAPTER VI

COMPARISON OF STUDENTS WHO RETURNED TO THE NEW SCHOOL THE SEMESTER FOLLOWING THE STUDY, AND THOSE WHO DID NOT

The problem of student turnover and discontinuity in participation is one frequently commented on by adult educators and one which has emerged clearly in this study.

In order to learn more about factors associated with adult student "drop out" or discontinuities in attendance, data on student enrollment for the semester following upon the study was obtained for all students in the initial New School sample. Out of 181 students in the sample, only 39, or about a quarter, returned the following semester. A comparison of questionnaire responses for those who returned and those who did not was undertaken. Using broad classifications (demographic, behavioral, motivation, and attitudes), selected items are reported upon to focus on the significant differences between the returning and non-returning students.

1. Demographic.

It is of interest to note that the students who returned to The New School the following semester were generally older (64% of those who returned were 35 years of age and over, compared to 35% of those who did not return. See Col. 68, p.VI-15). The returnees were to a greater extent found among the married, divorced, or widowed students than among the single students. There were no differences by sex of the returning students and non-returnees.

2. Behavioral.

The returning students have taken more courses in the past at The New School and have also been attending the institution for a longer period. While the returning students did not register for more courses per semester in Spring 1963 than the non-returnees, they did, on the average, consistently register for one course or more per semester.

3. Motivation.

The students who return tend to come for "intellectual stimulation" (33% vs. 13%), rather than for "specific knowledge" (10% vs. 23%). The reason for attending is more diffuse for the returnees and the institution has provided an avenue for the satisfaction of the student's basic motivation. The student goals show a positive orientation toward "stimulation of intellectual curiosity" (over half the students who returned found this approximating their goal) and "gaining a broad perspective of a field."

4. Attitudes.

It is not surprising that those who returned were, in general, more initially satisfied than those who did not return. While the specific sources of satisfaction did not appear different for the two groups, there prevails a general feeling of satisfaction that derived from continuous or, at least, regular attendance at The New School.

The satisfaction of going to The New School compared to other educational institutions was much higher for the returnees for virtually every single institution they attended. (The sole exception is high school. (Col. 46-52, pp. VI-13-15.) The "satisfaction" of the returnees is consistently higher.

The students who returned considered attending The New School more important than such activities as seeing films, going to the theatre or dances.

The students who return are more likely to express the view that attending The New School improves their image in the eyes of family members, friends, fellow workers and employer.

The picture which emerges of the student who has a continuous commitment to adult education is one who accepts the role of the adult student and conceives of it as an asset in relation to other members of the social groups to which he belongs. His goals are broad and, therefore, more difficult to disappoint.

CARD I

REASONS YOU SELECTED NEW SCHOOL.

Ques. 2: How important are the following reasons for having attracted you to The New School?

Ques. 2a: The opportunity for study not open to you elsewhere.

Col. 25	RETURNED %	NOT RETURNED %
1. Very important	21	22
2. Important	23	20
3. Not too important	46	49
4. No answer	10	8

Ques. 2b: The opportunity for a course not available elsewhere.

Col. 26	RETURNED %	NOT RETURNED %
1. Very important	38	31
2. Important	26	23
3. Not too important	28	38
4. No answer	8	8

Ques. 2c: Prestige attached to being at The New School.

Col. 27	RETURNED %	NOT RETURNED %
1. Very important	3	1
2. Important	5	13
3. Not too important	85	77
4. No answer	8	9

Ques. 2d: The increase in self-esteem in attending school.

Col. 28	RETURNED %	NOT RETURNED %
1. Very important	8	7
2. Important	28	19
3. Not too important	56	63
4. No answer	8	11

(continued)

Ques. 2e: Association with an impressive faculty at The New School.

Col. 29

	RETURNED %	NOT RETURNED %
1. Very important	28	16
2. Important	38	39
3. Not too important	26	36
4. No answer	8	9

Ques. 2f: To acquire specific knowledge of a field or subject.

Col. 30

	RETURNED %	NOT RETURNED %
1. Very important	56	56
2. Important	18	28
3. Not too important	18	11
4. No answer	8	6

Ques. 2i: The opportunity for intellectual stimulation.

Col. 33

	RETURNED %	NOT RETURNED %
1. Very important	72	65
2. Important	15	20
3. Not too important	5	9
4. No answer	8	6

Ques. 2k: A search for self-understanding.

Col. 35

	RETURNED %	NOT RETURNED %
1. Very important	31	16
2. Important	21	23
3. Not too important	41	51
4. No answer	8	10

Ques. 2l: Escaping the boredom of everyday life.

Col. 36

	RETURNED %	NOT RETURNED %
1. Very important	13	13
2. Important	26	26
3. Not too important	54	52
4. No answer	8	8

(continued)

	RETURNED %	NOT RETURNED %
Ques. 2n: To acquire a specific set of skills.		
Col. 38		
1. Very important	23	20
2. Important	10	18
3. Not too important	56	54
4. No answer	10	8
Ques. 2q: In your opinion, which one of the above reasons might be the most important?		
Col. 41-42		
01. a. The opportunity for study not open to you elsewhere	--	1
02. b. The opportunity for a course not available elsewhere	5	6
03. c. Prestige attached to being at The New School	--	--
04. d. The increase in self-esteem in attending school	--	1
05. e. Association with an impressive faculty at The New School	3	--
06. f. To acquire specific knowledge of a field or subject	10	23
07. g. The opportunity for professional advancement or choice of career	3	--
08. h. To increase diversity in your life	8	6
09. i. The opportunity for intellectual stimulation	33	13
10. j. To fill an educational gap	8	7
11. k. A search for self- understanding	10	2
12. l. Escaping the boredom of everyday life	--	1
13. m. To meet people with similar interests	--	--
14. n. To acquire a specific set of skills	3	2
15. o. Other	5	4
16. p. Other	--	--
99. No answer	10	18

STUDENT GOALS.

	RETURNED %	NOT RETURNED %
Ques. 3: The following represent objectives held by some students. Please place a plus (+) in front of the objective which most clearly approximates your own; then place a minus (-) in front of the objective which least approximates your own.		
Ques 3a: To have a meaningful way of spending leisure time.		
Col. 43		
1. Plus	33	32
2. Minus	33	35
3. No answer	33	34
Ques. 3b: To stimulate intellectual curiosity.		
Col. 44		
1. Plus	59	49
2. Minus	5	6
3. No answer	36	44
Ques. 3c: To gain a broad perspective of a field.		
Col. 45		
1. Plus	41	32
2. Minus	8	12
3. No answer	51	56
Ques. 3d: To learn the basic principles and concepts of a field.		
Col. 46		
1. Plus	31	26
2. Minus	13	11
3. No answer	56	63
Ques. 3e: To learn a body of specific knowledge in a subject.		
Col. 47		
1. Plus	36	39
2. Minus	31	18
3. No answer	33	43

(continued)

Ques. 3f: To acquire skills or knowledge which will be useful in work or everyday living.

Col. 48

	RETURNED %	NOT RETURNED %
1. Plus	33	21
2. Minus	28	45
3. No answer	38	34

WORK INVOLVED.

Ques. 7: Please indicate how essential you consider each of the activities listed below for achieving your objectives in attending courses at The New School.

Ques. 7a: To participate in class discussion.

Col. 56

	RETURNED %	NOT RETURNED %
1. Essential	33	36
2. Valuable	51	49
3. Of little value	10	8
4. Not valuable	3	1
5. No answer	3	6

Ques. 7b: To do occasional homework.

Col. 57

	RETURNED %	NOT RETURNED %
1. Essential	49	38
2. Valuable	33	49
3. Of little value	10	3
4. Not valuable	5	3
5. No answer	3	7

Ques. 7e: To do suggested reading.

Col. 60

	RETURNED %	NOT RETURNED %
1. Essential	41	20
2. Valuable	51	65
3. Of little value	--	6
4. Not valuable	3	--
5. No answer	5	9

(continued)

Ques. 7g: To be able to talk to your teacher before and after class.

Col. 62	RETURNED %	NOT RETURNED %
1. Essential	21	24
2. Valuable	51	46
3. Of little value	18	18
4. Not valuable	5	6
5. No answer	5	6

Ques. 7o: To give reports and discuss them in class.

Col. 70	RETURNED %	NOT RETURNED %
1. Essential	15	4
2. Valuable	44	33
3. Of little value	10	38
4. Not valuable	23	14
5. No answer	8	11

Ques. 7p: To be able to listen to entire lectures where there is no discussion expected.

Col. 71	RETURNED %	NOT RETURNED %
1. Essential	21	13
2. Valuable	36	33
3. Of little value	15	28
4. Not valuable	21	16
5. No answer	8	10

CONTINUITY OF STUDYING

Ques. 29: Do you expect to continue to take courses at The New School after this semester? If yes, how many courses do you expect to take?

Col. 72	RETURNED %	NOT RETURNED %
1. No	5	3
2. Yes, but no answer to expected courses	8	8
3. Yes, one course or more per semester	74	53
4. Yes, one course or more every other semester	3	5
5. Yes, one course or more some time in the future	3	14
6. No answer	8	17

(continued)

Ques. 30: About how long do you expect to continue taking courses at The New School to fulfill your current educational objectives?

Col. 73	RETURNED %	NOT RETURNED %
1. One year	8	13
2. Two years	5	9
3. Three years	5	6
4. Four years or more	26	21
5. No answer	56	51

CARD II

IMAGE OF NEW SCHOOL STUDENTS.

Ques. 8: To what extent do you think the following descriptions apply to New School students?

Ques. 8a: New School students are more interested in learning than in just getting a degree.

Col. 7	RETURNED %	NOT RETURNED %
1. None	--	--
2. A few	3	5
3. Majority	62	68
4. All of them	3	1
5. No answer	33	26

Ques. 8b: New School students are rich in life experiences.

Col. 8	RETURNED %	NOT RETURNED %
1. None	3	--
2. A few	21	38
3. Majority	36	28
4. All of them	--	1
5. No answer	41	34

Ques. 8c: New School students are intellectual dilettantes.

Col. 9	RETURNED %	NOT RETURNED %
1. None	--	2
2. A few	49	56
3. Majority	13	8
4. All of them	--	1
5. No answer	38	34

(continued)

	RETURNED %	NOT RETURNED %
Ques. 8d: New School students have inadequate educational backgrounds.		
Col. 10		
1. None	5	8
2. A few	54	50
3. Majority	5	5
4. All of them	--	1
5. No answer	36	35

RELATIVE IMPORTANCE OF ATTENDING NEW SCHOOL.

Ques. 9: In relation to the following activities, what is (or what do you expect to be) the importance of attending classes at The New School?

	RETURNED %	NOT RETURNED %
Ques. 9a: In relation to: Seeing films: attending classes at The New School is:		
Col. 16		
1. More important	54	40
2. About the same	13	34
3. Less important	18	12
4. No answer	15	14
Ques. 9h: In relation to: Going to the theatre, attending classes at The New School is:		
Col. 23		
1. More important	46	26
2. About the same	26	44
3. Less important	8	16
4. No answer	21	15
Ques. 9k: In relation to: Visiting friends, attending classes at The New School is:		
Col. 26		
1. More important	36	30
2. About the same	28	32
3. Less important	10	23
4. No answer	26	16

(continued)

Ques. 9l: In relation to: Doing things with your families: attending classes at The New School is:

Col. 27

	RETURNED %	NOT RETURNED %
1. More important	33	23
2. About the same	21	30
3. Less important	21	30
4. No answer	26	18

Ques. 9m: In relation to: Attending lectures or classes at other institutions: attending classes at The New School is:

Col. 28

	RETURNED %	NOT RETURNED %
1. More important	33	25
2. About the same	36	49
3. Less important	8	10
4. No answer	23	17

SOURCES OF SATISFACTION.

Ques. 10: How satisfying do you find courses at The New School?

Col. 30

	RETURNED %	NOT RETURNED %
1. Very satisfying	54	32
2. Satisfying	13	20
3. Not satisfying	--	1
4. No answer	33	46

Ques. 10b: Having the opportunity for self understanding.

Col. 32

	RETURNED %	NOT RETURNED %
1. Of major importance	38	20
2. Of some importance	26	32
3. Not important	23	35
4. No answer	13	12

Ques. 10f: Being able to take a course which would not be available to you elsewhere.

Col. 36

	RETURNED %	NOT RETURNED %
1. Of major importance	51	44
2. Of some importance	26	27
3. Not important	8	20
4. No answer	15	8

(continued)

Ques. 10h: Filling in specific educational gaps.

Col. 38

	RETURNED %	NOT RETURNED %
1. Of major importance	46	46
2. Of some importance	23	26
3. Not important	21	20
4. No answer	10	8

Ques. 101: Becoming a more interesting person.

Col. 40

	RETURNED %	NOT RETURNED %
1. Of major importance	18	32
2. Of some importance	33	35
3. Not important	33	24
4. No answer	15	9

Ques. 101: Acquiring specific knowledge of a field or subject.

Col. 42

	RETURNED %	NOT RETURNED %
1. Of major importance	54	60
2. Of some importance	21	24
3. Not important	13	8
4. No answer	13	8

RELATIVE SATISFACTION RE OTHER SCHOOLS.

Ques. 11: How satisfying do you find or expect to find going to The New School as compared with other educational institutions you are currently attending or have attended?

Ques. 11a: Compared to: Undergraduate college: attending The New School is:

Col. 46

	RETURNED %	NOT RETURNED %
1. More satisfying	41	30
2. Less satisfying	--	14
3. About the same	18	20
4. No answer	41	36

(continued)

	RETURNED	NOT RETURNED
Ques. 11b: Compared to: Graduate school: The New School is:		
Col. 47		
1. More satisfying	21	11
2. Less satisfying	3	5
3. About the same	3	8
4. No answer	74	76
Ques. 11c: Compared to: Adult education at a high school: attending The New School is:		
Col. 48		
1. More satisfying	33	24
2. Less satisfying	--	--
3. About the same	--	4
4. No answer	67	72
Ques. 11d: Compared to: Another adult education institution: attending The New School is:		
Col. 49		
1. More satisfying	33	19
2. Less satisfying	--	1
3. About the same	8	8
4. No answer	59	72
Ques. 11e: Compared to: Extension division of college: attending The New School is:		
Col. 50		
1. More satisfying	21	13
2. Less satisfying	--	1
3. About the same	5	6
4. No answer	74	80
Ques. 11f: Compared to: Evening session college: attending The New School is:		
Col. 51		
1. More satisfying	26	20
2. Less satisfying	--	1
3. About the same	3	10
4. No answer	72	70

Ques. 11g: Compared to: High school: attending The The New School is:

Col. 52

	RETURNED %	NOT RETURNED %
1. More satisfying	38	52
2. Less satisfying	--	5
3. About the same	5	3
4. No answer	56	40

PRESTIGE.

Ques. 12: In your view, does attending The New School improve the image your family, friends, fellow workers and employer have of you?

Ques. 12a: Effect on image of: family members.

Col. 55

	RETURNED %	NOT RETURNED %
1. No effect	41	51
2. Improves image	41	30
3. No answer	18	18

Ques. 12b: Effect on image of: friends.

	RETURNED %	NOT RETURNED %
1. No effect	23	42
2. Improves image	59	41
3. No answer	18	17

Ques. 12c: Effect on image of: fellow workers.

Col. 57

	RETURNED %	NOT RETURNED %
1. No effect	33	44
2. Improves image	31	24
3. No answer	36	32

Ques. 12d: Effect on image of: Your employer.

Col. 58

	RETURNED %	NOT RETURNED %
1. No effect	38	49
2. Improves image	26	19
3. No answer	36	32

PERSONAL DATA.

Ques. 18: Age at last birthday.

Col. 68

	RETURNED %	NOT RETURNED %
1. Up to 25	5	31
2. 25-34	26	31
3. 35-44	18	13
4. 45-54	18	14
5. 55-64	23	6
6. 65 and over	5	2
7. No age given	5	2

Ques. 19: Marital status.

Col. 69

	RETURNED %	NOT RETURNED %
1. Single	41	56
2. Married	36	30
3. Divorced	13	5
4. Widowed	10	6
5. Separated	--	3
6. No answer	--	--

CHAPTER VII

SELECTED ISSUES AND IMPLICATIONS

In reviewing the findings of the study, a number of issues deserve comment. Some may be of interest to the social scientist and to the sociologist of education more particularly. Others appear worthy of consideration by those concerned with planning and implementing adult education programs.

A. THE NATURE OF THE STUDENTS' PARTICIPATION AND COMMITTMENT

An increase in participation in all forms of adult education has been observed an predicted by a number of observers. This increased participation has occurred in many settings other than formal education institutions as well as in the more traditional settings. The most dramatic increases have taken place within industry, business and voluntary associations. On occasion these developments outside the formal education settings have been associated with re-examinations of the specific role of the more traditional agencies.

Though there have been steady increases in enrollment at The New School and New York University, less than 30% of the students in The New School returned the semester following that in which the study was conducted. Many institutions report that at least 40-50% of students each term are "new" students. Most of the students who take courses in adult education programs take one course a semester or devote, at the most, one evening a week to this kind of educational activity. Yet about one-fourth of the students in all four institutions have been participating in "liberal" adult education for at least two years and some more then ten.

It would be fair to say, then, that "liberal adult education" constitutes an enterprise which manages to attract a considerable number of "new" clients year by year, but retains only a fraction of these over extended periods of time. Those participating show a limited commitments in terms of time and effort, though the activity may be viewed as important and as contributing to increase in self-esteem.

The "limited commitment" also seems indicated by the attrition in attendance and "drop out" during the term. In the attendance study reported in Appendix F we note that attendance in the thirteenth week of the term is, for many courses, about half of the original enrollment.

This pattern of enrollment and attendance does not necessarily reflect dissatisfaction with the adult educational experience or reflect failure in teacher or student objectives. For example, some students' objectives may be so limited that participation in a course for half a term may meet the students' objective. (See Appendix E for example of interview with a student who "dropped out". Here the student was primarily interested in learning the Russian alphabet and accomplished this aim in a few sessions.)

Patterns of student participation and commitment in adult education revealed or documented in this study do, however, have a number of significant consequences. For one thing, the loss of a substantial portion of the student body each term means that adult education institutions must allocate an unduly disproportionate segment of their resources to the recruitment of new students (through the manufacture and distribution of a large number of catalogues, through newspaper and radio advertisements, etc.).

More significant, however, may be that this pattern of participation is responsible, or at least related, to the current structure of adult education curricular, that is, their fragmentation, lack of sequence, etc. If, as is claimed, higher adult education provides an educational experience for adults somewhat analogous to that provided by college or university, then some sequential curricular structure would seem desirable. Given the limitations posed by discontinuity in clientele and the circumscribed pattern of student involvement, plans for subject matter sequences may be difficult to develop and implement.

B. CLARIFICATION OF STUDENT ROLES IN ADULT EDUCATION

The discrepancy between the student's definition of his role, and the teacher's definition of the student role, is a problem to which the adult educator may well give attention.

How does the student come to know what is expected of him in this type of educational setting? This problem has not been carefully studied in the school or college setting, and therefore, there is no good basis for comparison available when looking at the process in the adult education setting.

It does seem that the students bring with them an image of the student role which they have developed in their previous educational experience in the school and college. By enrolling in the adult education class, he has voluntarily joined a new system which he may expect to be different. Yet, in the absence of a mechanism for clarification of his new role, he may be expected to call into play patterns which were appropriate for other and different settings. This may be reinforced in those instances where he finds himself in classes in which some of the students are credit students.

The student's social situation is different in his relationship to this system. He is a part-time student with a full range of other commitments, some of which place him in role conflict with the obligations in his student role. And, since the student role is a minor one, conflicts may more likely have to be resolved in favor of the non-student dimension. Furthermore, the level of sanctions which can be brought to bear on him by the system are limited. The student may miss class sessions or even drop out and can enroll again the next time without difficulty. Or he may use the experience for purposes which may be quite different from that of his fellow students.

Is there a way by which the student role may be clarified to a meaningful degree before the student enrolls so that the student experiences less strain? The problem may be approached in several different ways. The structure of the content of some courses is inherently such that regular attendance is essential, i.e., Language courses.

In others, each class session is a unit and, although the experience will be enhanced with regular attendance, continuity in attendance is not essential. If the student can be given adequate information about this dimension of a course prior to enrollment, he will be in a position to match this expectation with his other obligations.

In the usual school or college situation, communication within the student culture provides very important information to the student as to the nature of the course for which he is considering enrolling. The nature of the adult education setting is such that this mechanism is not well developed.

The student has to rely much more heavily on the catalogue or other more formal mechanism. What is needed here is a functional substitute for the student culture. One possible mechanism would be a collection of course plans which would be available for inspection.

Many teachers would not be able or willing to prepare such documents ahead of the class sessions. The formal equivalent of the reports from previous students would be collections of any course outlines or class materials which have been used previously by a particular instructor. These specific suggestions are intended to be illustrative and the special circumstances of particular institutions may offer much better approaches.

C. IMPLICATION OF POLARITY OF STUDENT MOTIVES AND GOALS

A great deal of the student data seem to suggest that the goals which students wish to achieve by participating in "higher" adult education can be grouped into two distinct categories. One revolves around "Intellectual Stimulation" --the exposure to diverse concepts and ideas and a sense of contact with thoughtful, interesting and accomplished individuals as teachers and fellow students. The other group primarily expresses a wish for the acquisition of "specific knowledge" in one area and often seems to be guided by a limited objective for a course, a skill or the eradication of an educational gap. When these groups are identified and isolated, using a number of different indices, the same relationships more or less emerge. The "Intellectual Stimulation" group has been participating longer in adult education programs and expects to continue to do so. The pattern of participation is less sporadic than that of the "Specific Knowledge" group. Members of this group are more likely to take courses in the Humanities and Social Sciences then in Language or Arts though members of both groups can be found in all classes. The "Intellectual Stimulation" group are, by and large, as has already been pointed out, somewhat younger and tend to contain a proportionately higher number of female students. They expect more intimate contact with teachers in the form of individual conferences and expect to contribute in class and engage in discussion with the teacher and fellow students. On the other hand, the "Specific Knowledge" group seems to adhere more closely to the model of the traditional student role and emphasizes listening, the use of textbooks, examination, etc.

While institutions seem to be aware of the diversity of motives and goals, the polarity explored here, the possible implications of this dual composition of the adult student population has not been systematically pursued.

With regard to the classroom, it might be argued that a diversity of orientation might be a fruitful one and provide a context where both contributor and listener roles are represented. Some problem in arriving at a satisfactory format of the course might, however, be created.

Of more interest are the institutional implications. From the point of view of adult education institutions and especially in relation to the problem of continuity of participation and scheduling, the group desirous of "Intellectual Stimulation" may deserve more attention than it has received. Since the commitment is more long range, though still limited, and since the desired outcome is more broadly defined than one subject or one set of ideas, it may be feasible to develop an integrated or patterned program for such students which would recognize the desire for diversity and exposure to important ideas. These programs, in turn, might increase the level of participation and continuity in programing which may be desirable from the point of view of the adult educator.

Various approaches to this problem have been considered by adult educators. In a sense, the Great Books Discussion Groups represent one such approach. What is suggested here, however, is a patterned program over a period of time in which the teacher role would be more central. It is not suggested that the various units in the program would be sequential but that they cover the range of liberal subjects over a relatively limited period of time. A less ambitious and perhaps more manageable series of related units might focus on one of the major discipline areas such as the Humanities or the Social Sciences.

D. ABSENCE OF PROFESSIONAL COMMUNITY

Teachers in the adult education centers we studied have little contact with the administration or with each other. Most of them do not discuss content or format of courses with each other, nor do they discuss general theoretical or conceptual programs among themselves. The physical arrangement of adult education activity at institutions such as the University of California (Northern Extension) does not provide for the opportunity for faculty members to meet.

Perhaps more possibility for contact among teachers and between teacher and the administration is provided at The New School, due to a single location of classes, availability of a faculty lounge, cafeteria, garden and occasional staff meetings. Yet, even there, more than half either do not discuss, or discuss infrequently, professional or academic matters with their colleagues. Consider this finding in relation to professional interchange in a college or university and the contrast emerges very sharply.

While some teachers, in the extended interviews conducted with them (see Appendix D), express appreciation of the lack of constraint exercised by the institution and the professional autonomy prevailing (absence of course outlines, prescribed textbooks, etc.), others would like to learn more about the special objectives of the institution they are associated with and exchange ideas with teachers and administration.

The question arises whether an enterprise so structured can develop as well as acculturate its members to a distinctive educational philosophy; can it develop a consensus for educational innovations perhaps indicated for this kind of adult education?

The rather modest differences between outlook in "new" and "old" teachers, in our data, would seem to document this point. It would appear that the attitudes towards this kind of adult education in the focus of our study are shaped outside the institution and that the diverse motivations and goals with which teachers enter the system are not subject to much change or modification within it.

If this is desirable, and deemed fruitful, then there would be no reason to change the existing structure. If, however, distinctive orientations and modes of operating are to be created and experimented with, then some mechanisms for role inductions will have to be developed.

E. ADULT EDUCATION AS AN AVENUE FOR EDUCATIONAL INNOVATION AND EXPERIMENTATION.

Almost half of the teachers studied consider the opportunity to offer a course they could not teach elsewhere as "very important" in the appeal which adult educational programs have for them. At The New School, 21% considered it the "most important" reason. The more organized curricular structure of colleges and universities, the priority given to fulfillment of requirements, etc., serves to constrain the development of unique or marginal course offerings in such institutions. The availability of institutional arrangements in which intellectual innovations can be tried out are fortunate for the intellectual community and may eventually feed back into more traditional educational enterprises. Adult education programs provide an opportunity for considerable innovation in teaching methods and format. It appears, however, that this is an opportunity which has not been fully capitalized on. Classroom observations not presented in this report portray a very "traditional" pattern of student-teacher interchange. To some extent the teacher's status in other educational enterprises, and the student's role model also derived from long exposure to such "regular" setting, might well create an initial friction in relation to such experimentation.

A stronger position on the part of adult education institutions on the desirability to move into such directions may serve as a considerable stimulus.

APPENDIX A

TEACHER QUESTIONNAIRE

The Research Division of The New School
116 West 14th Street, 12th Floor
New York City, 11

January, 1963

1. IN YOUR OPINION, HOW IMPORTANT IS EACH OF THE FOLLOWING REASONS FOR ATTRACTING THE MAJORITY OF TEACHERS TO THE NEW SCHOOL?* (Please check)

	Very Important	Of Some Importance	Unimportant
a. Being able to offer a course one could not teach elsewhere.......	( )	( )	( )
b. Prestige attached to teaching at The New School................	( )	( )	( )
c. The challenge of translating a specialty into nontechnical terms	( )	( )	( )
d. To be an active part of the adult education movement..............	( )	( )	( )
e. The additional income from teaching at The New School............	( )	( )	( )
f. The opportunity to teach when no other academic positions are available.........................	( )	( )	( )
g. Association with an impressive Faculty at The New School.......	( )	( )	( )
h. The opportunity for professional advancement......................	( )	( )	( )
i. To help provide adults with knowledge and attitudes necessary for exercising responsible citizenship......................	( )	( )	( )
j. Learning how to teach...........	( )	( )	( )
k. To have a forum for presentation of ideas.........................	( )	( )	( )
l. To increase diversity in professional life..................	( )	( )	( )
m. To improve competence in teaching...........................	( )	( )	( )
n. The opportunity for intellectual stimulation......................	( )	( )	( )
o. Other (please fill in and rate)			
____________________________	( )	( )	( )
____________________________	( )	( )	( )

IN YOUR OPINION, WHICH ONE OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT? Please note appropriate item letter: ___________

---

*For purposes of this study, your answer should be in relation to the faculty of The New School and not include the Graduate Faculty.

2. HOW IMPORTANT WAS EACH OF THE FOLLOWING REASONS IN HAVING ATTRACTED YOU TO THE NEW SCHOOL? (Please check)

	Very Important	Of Some Importance	Unimportant
a. Being able to offer a course you could not teach elsewhere..........	( )	( )	( )
b. Prestige attached to teaching at The New School....................	( )	( )	( )
c. The challenge of translating a specialty into nontechnical terms.	( )	( )	( )
d. To be an active part of the adult education movement................	( )	( )	( )
e. The additional income from teaching at The New School.............	( )	( )	( )
f. The opportunity to teach when no other academic positions were available..........................	( )	( )	( )
g. Association with an impressive faculty at The New School.........	( )	( )	( )
h. The opportunity for professional advancement........................	( )	( )	( )
i. To help provide adults with knowledge and attitudes necessary for exercising responsible citizenship	( )	( )	( )
j. Learning how to teach.............	( )	( )	( )
k. To have a forum for presentation of ideas...........................	( )	( )	( )
l. To increase diversity in your professional life......................	( )	( )	( )
m. To improve your competence in teaching............................	( )	( )	( )
n. The opportunity for intellectual stimulation.......................	( )	( )	( )
o. Other (Please fill in and rate)...			
____________________________	( )	( )	( )
____________________________	( )	( )	( )

IN YOUR OPINION, WHICH ONE OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT? Please note appropriate item letter: ______

3. THE FOLLOWING REPRESENT OBJECTIVES HELD BY SOME TEACHERS IN RELATION TO THEIR STUDENTS. Please place a plus (+) in front of the objective which most clearly approximates your own in relation to your students; then place a minus (-) in front of the objective which least approximates your own.

______ To provide adults with a meaningful way of spending leisure time.

______ To awaken intellectual curiosity and awareness.

______ To provide a broad perspective of your field.

______ To convey the principles and concepts basis in your field.

______ To impart a body of specific knowledge in your subject.

______ To provide adults with skills or knowledge which will be useful in work or everyday living.

4. WHAT FACTORS, IF ANY, ARE KEEPING YOU FROM ACHIEVING THE GOAL MARKED PLUS ABOVE? (Please list below as many factors as you consider important.

____

____

____

____

____

____

____

5. WHICH OF THE FOLLOWING POSITIONS REGARDING THE EDUCATION OF ADULTS DO YOU AGREE OR DISAGREE WITH? (If possible, discuss your answer.)

a. The teacher in an adult education institution should tailor his course to the level of his students.

( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

Please discuss:

b. Because of his heavy outside commitments, the only responsibility of the adult student should be to attend classes and to participate in them.

( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

Please discuss:

c. To obtain any high level achievement, teachers must maintain academic discipline.

( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

Please discuss:

d. Although teachers cannot assume that adult students are familiar with the relevant literature in the field, they do have real life experiences which can serve as a good substitute.

( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

Please discuss:

6. PLEASE INDICATE TO WHAT EXTENT YOU CONSIDER THE ACTIVITIES LISTED BELOW AS VALUABLE IN YOUR TEACHING OF ADULTS AT THE NEW SCHOOL. (Your answer should apply primarily to non-credit students.)

	Essential	Valuable	Of Little Value	Not Valuable
a. To supplement lecture with discussion.................	( )	( )	( )	( )
b. To give occasional homework	( )	( )	( )	( )
c. To assign required reading.	( )	( )	( )	( )
d. To require a text book.....	( )	( )	( )	( )
e. To be available to students for discussion before and after classes..............	( )	( )	( )	( )
f. To hold individual conferences with students..........	( )	( )	( )	( )
g. To lecture entire period with almost no discussion.......	( )	( )	( )	( )
h. To encourage students to participate....................	( )	( )	( )	( )
i. To ask specific students questions...................	( )	( )	( )	( )
j. To insist students do assignments................	( )	( )	( )	( )
k. To assign suggested reading........................	( )	( )	( )	( )
l. To ask students questions which assess what students have learned..............	( )	( )	( )	( )
m. To require a term paper....	( )	( )	( )	( )
n. To give a weekly quiz......	( )	( )	( )	( )
o. To use audio or visual aids	( )	( )	( )	( )
p. To lead students in discussion with a minimum of lecture......................	( )	( )	( )	( )
q. To ask students questions which elicit their views and opinions	( )	( )	( )	( )
r. To use student reports as a focus of class discussion..	( )	( )	( )	( )

7. DO YOU THINK THAT IN YOUR FIELD BROAD SURVEY COURSES OR SPECIFIC SUBJECT MATTER COURSES ARE BEST FOR ADULTS?

( ) Broad Survey Courses ( ) Specific Subject Matter Course

8. HOW WOULD YOU COMPARE THE NEW SCHOOL TO OTHER ADULT EDUCATION INSTITUTIONS WITH REGARD TO THE TYPE OF COURSE OFFERED IN YOUR FIELD?

( ) More Broad survey courses at The New School

( ) More specific subject matter courses at The New School

( ) Courses about the same

( ) Can't say

9. TO WHAT EXTENT DO THE FOLLOWING DESCRIPTIONS APPLY TO NEW SCHOOL STUDENTS? (Please check)

They apply to:	None	A Few	Majority	All of Them
a. New School students are more interested in learning than in just getting a degree..................	☐	☐	☐	☐
b. New School students are rich in life experiences....................	☐	☐	☐	☐
c. New School students are intellectual dilettantes..................	☐	☐	☐	☐
d. New School students have inadequate educational backgrounds............	☐	☐	☐	☐
e. New School students have a more serious and sober attitude than students in a regular academic institution.........................	☐	☐	☐	☐
f. New School students are here primarily for social intercourse......	☐	☐	☐	☐
g. New School students represent an unusual diversity of backgrounds...	☐	☐	☐	☐
h. New School students are infatuated with the romance of ideas..........	☐	☐	☐	☐
i. New School students drop out of their courses when the going gets rough.............................	☐	☐	☐	☐

10. AMONG THE PROFESSIONAL ACTIVITIES YOU ARE CURRENTLY ENGAGED IN, HOW WOULD YOU RATE YOUR TEACHING AT THE NEW SCHOOL? (Please check those comparisons applicable to you.)

a. ( ) More important to you than your other teaching activities
   ( ) Less important to you than your other teaching activities
   ( ) About the same to you as your other teaching activities

b. ( ) More important to you than the practice of your profession
   ( ) Less important to you than the practice of your profession
   ( ) About the same to you as the practice of your profession

c. ( ) More important to you than your artistic and creative work
   ( ) Less important to you than your artistic and creative work
   ( ) About the same to you as your artistic and creative work

11. HOW SATISFYING DO YOU FIND TEACHING AT THE NEW SCHOOL?

☐ Very Satisfying ☐ Satisfying ☐ Not too Satisfying

12. HOW IMPORTANT IS EACH OF THE FOLLOWING FOR YOUR SATISFACTION IN TEACHING YOUR COURSE?

	Of Major Importance	Of Some Importance	Not Important
a. Teaching experience..............	☐	☐	☐
b. Trying new teaching techniques...	☐	☐	☐
c. Organizing material for a book...	☐	☐	☐
d. Working with students of diverse backgrounds and ideas............	☐	☐	☐
e. Teaching without curriculum supervision......................	☐	☐	☐
f. Acting as a catalyst intellectual development of adult students....	☐	☐	☐
g. Providing students with an opportunity for self understanding....	☐	☐	☐
h. Drawing out professional and artistic potential skills of adult students....................	☐	☐	☐

Additional Sources of Satisfaction (Please fill in and rate)

______________________________	☐	☐	☐
______________________________	☐	☐	☐
______________________________	☐	☐	☐
______________________________	☐	☐	☐

13. HAVE YOU EVER TAUGHT AT ANOTHER EDUCATIONAL INSTITUTION?

( ) Yes ( ) No

If "Yes," how satisfying do you find teaching at The New School as compared to teaching you have done or are currently doing at other educational institutions? (Answer only for those categories which apply to you.)

Compared to:	Teaching at The New School is:		
	More Satisfying	Less Satisfying	About The Same
Undergraduate College...........	( )	( )	( )
Graduate School.................	( )	( )	( )
Another Adult Education Institution............................	( )	( )	( )
Extension Division of College...	( )	( )	( )
Evening Session College.........	( )	( )	( )
High School, adult education....	( )	( )	( )
Others (Specify):			
______________________________	( )	( )	( )
______________________________	( )	( )	( )

14. HOW WOULD YOU COMPARE THE PRESTIGE OF TEACHING AT THE NEW SCHOOL TO THAT OF TEACHING AT OTHER EDUCATION INSITUTIONS?

Compared to:	Teaching at The New School Offers:		
	Higher Prestige	Same Prestige	Lower Prestige
Undergraduate College..................	( )	( )	( )
Graduate School........................	( )	( )	( )
Another Adult Education Institution...	( )	( )	( )
Extension Division of College.........	( )	( )	( )
High School, adult education..........	( )	( )	( )

15. WHO, IN YOUR OPINION, SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATION SETTING?

( ) The teacher

( ) The student

( ) Both should share equally

16. a. HOW SIMILAR SHOULD THE PERSONAL RELATIONSHIP BETWEEN TEACHER AND STUDENT BE TO THAT USUALLY FOUND IN OTHER ACADEMIC SETTINGS?

( ) Very similar

( ) Somewhat similar

( ) Not similar at all

b. BRIEFLY, IN WHAT RESPECTS DO YOU FEEL THIS PERSONAL RELATIONSHIP SHOULD BE SIMILAR TO THAT AT DIFFERENT KINDS OF SCHOOLS?

c. IN WHAT RESPECT DO YOU FEEL IT SHOULD BE DIFFERENT?

17. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH STUDENTS?

( ) Very formal ( ) Informal

( ) Formal ( ) Very informal

( ) Undecided

18. DID YOU, DURING THIS PAST SEMESTER (OR DURING THE LAST SEMESTER YOU TAUGHT AT THE NEW SCHOOL), ATTEND ANY FACULTY OR DEPARTMENTAL MEETINGS?

Faculty meetings - ( ) Yes ( ) No

If "Yes," about how many did you attend? ____

Departmental meetings - ( ) Yes ( ) No

If "Yes," about how many did you attend? ____

19. NOW, OMITTING FACULTY OR DEPARTMENTAL MEETINGS, DID YOU, DURING THIS PAST SEMESTER:

a. have conversations or exchanges of ideas with any other New School faculty member(s) regarding the content or format of your course?

( ) Yes   ( ) No

If "Yes," how frequently were they?

( ) Frequently   ( ) Infrequently   ( ) Once or twice only

b. have conversations or exchanges of ideas with any other New School faculty member(s) regarding the content or format of his course?

( ) Yes   ( ) No

If "Yes," how frequently were they?

( ) Frequently   ( ) Infrequently   ( ) Once or twice only

c. have conversations or exchanges of ideas with any other New School faculty member(s) at The New School about issues, concepts, or problems in your field?

( ) Yes   ( ) No

If "Yes," how frequently were they?

( ) Frequently   ( ) Infrequently   ( ) Once or twice only

d. meet with fellow New School faculty member(s) socially, outside The New School?

( ) Yes   ( ) No

If "Yes," how frequently?

( ) Frequently   ( ) Infrequently   ( ) Once or twice only

20. IN YOUR OPINION, HOW CLOSE ARE RELATIONSHIPS AT THE NEW SCHOOL BETWEEN: (Please check one on each line)

	Very Close	Fairly Close	Not Very Close	Not Close At All
Students - Faculty..............	( )	( )	( )	( )
Students - Faculty advisors....	( )	( )	( )	( )
Students - Administration......	( )	( )	( )	( )
Faculty - Administration.......	( )	( )	( )	( )

WE HOPE THAT YOU CAN SUPPLY US WITH THE FOLLOWING INFORMATION ABOUT YOURSELF WHICH WILL HELP US IN COMPILING CHARACTERISTICS OF TEACHERS OF ADULTS.

21. Age at last birthday: ______

22. Marital Status: ( ) Single ( ) Divorced ( ) Separated

( ) Married (() Widowed

23. How many children do you have? _____

24. What was your father's major occupation?

____ Professional (Which) ______________________________

____ Managerial, executive or proprietor of large business

____ Small business owner or manager

____ Farm owner or renter

____ Clerical or sales

____ Skilled worker or foreman

____ Semi-skilled worker

____ Unskilled worker or farmer

____ Other (specify)____________________________________

25. In what type of community did you spend the major part of your youth?

____ Farm

____ Village or town (under 10,000)

____ Small city (10,000 - 50,000)

____ Suburb or large city

____ Metropolitan city (1,000,000 or more)

26. In what country did you spend the major part of your youth?_______________

27. What do you consider to be your main occupation or profession?_____________

28. During the usual year, approximately what percent of your time do you devote to the following activities?

	Approximate % of Time
Teaching and preparing classes at The New School	________
Teaching and preparing classes at other than The New School	________
Writing books	________
Other writing for publication	________
Working at occupation or profession	________
Own research	________
Artistic creation	________
Consulting, private	________
Other (Specify)____________________	________

29. When did you teach your first course at The New School?

( ) Fall

( ) Spring 19__

( ) Summer

30. Do you plan to continue teaching at The New School?

( ) Yes ( ) No

31. Do you hope to increase your teaching load, i.e., teach more courses?

( ) Yes ( ) No

APPENDIX B

New York University
Division of General Education

STUDENT QUESTIONNAIRE

THE STAFF OF THE RESEARCH DIVISION WILL HOLD YOUR REPLY STRICTLY CONFIDENTIAL AND MAKE THE RESULTS AVAILABLE ONLY IN TABULAR FORM.

The Research Division of The New School

116 West 14th Street, 12th Floor

New York City, 11

January, 1964

1. IN YOUR OPINION, HOW IMPORTANT IS EACH OF THE FOLLOWING REASONS FOR HAVING ATTRACTED THE MAJORITY OF STUDENTS TO THE DIVISION OF GENERAL EDUCATION (D.G.E.)?
(Please check)

	Very Important	Important	Not Too Important
a. The opportunity for study not open to you elsewhere....................	( )	( )	( )
b. The opportunity for a course not available elsewhere................	( )	( )	( )
c. Prestige attached to being at D.G.E.	( )	( )	( )
d. The increase in self-esteem in attending school....................	( )	( )	( )
e. To earn credit towards a certificate...............................	( )	( )	( )
f. To acquire specific knowledge of a field or subject....................	( )	( )	( )
g. The opportunity for professional advancement or choice of career...	( )	( )	( )
h. To increase diversity in your life	( )	( )	( )
i. The opportunity for intellectual stimulation.........................	( )	( )	( )
j. To fill an educational gap........	( )	( )	( )
k. A search for self-understanding...	( )	( )	( )
l. Escaping the boredom of everyday life................................	( )	( )	( )
m. To meet people with similar interests..........................	( )	( )	( )
n. To acquire a specific set of skills.............................	( )	( )	( )
o. Other (Please fill in and rate.)			
______________________________	( )	( )	( )
______________________________	( )	( )	( )

IN YOUR OPINION, WHICH ONE OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT?

Please note appropriate item letter: l

2. HOW IMPORTANT ARE THE FOLLOWING REASONS FOR HAVING ATTRACTED YOU TO THE DIVISION OF GENERAL EDUCATION? (Please check)

	Very Important	Important	Not Too Important
a. The opportunity for study not open to you elsewhere..........	( )	( )	( )
b. The opportunity for a course not available elsewhere............	( )	( )	( )
c. Prestige attached to being at D.G.E.	( )	( )	( )
d. The increase in self-esteem in attending school................	( )	( )	( )
e. To earn credit towards a certificate..........................	( )	( )	( )
f. To acquire specific knowledge of a field or subject............	( )	( )	( )
g. The opportunity for professional advancement or choice of career	( )	( )	( )
h. The opportunity for intellectual stimulation....................	( )	( )	( )
i. To increase diversity in your life............................	( )	( )	( )
j. To fill an educational gap.....	( )	( )	( )
k. A search for self-understanding	( )	( )	( )
l. Escaping the boredom of every-day life........................	( )	( )	( )
m. To meet people with similar interests........................	( )	( )	( )
n. To acquire a specific set of skills..........................	( )	( )	( )
o. Other (Please fill in and rate.)			
____________________________	( )	( )	( )
____________________________	( )	( )	( )

IN YOUR OPINION, WHICH ONE OF THE ABOVE REASONS MIGHT BE THE MOST IMPORTANT? Please note appropriate item letter:________

3. THE FOLLOWING REPRESENT OBJECTIVES HELD BY SOME STUDENTS:

    a. To have a meaningful way of spending leisure time.

    b. To stimulate intellectual curiosity.

    c. To gain a broad perspective of a field.

    d. To learn the basic principles and concepts of a field.

    e. To learn a body of specific knowledge in a subject.

    f. To acquire skills or knowledge which will be useful in work or everyday living.

A. Which of the above objectives most clearly approximates your own? Please note appropriate item letter. _______

B. Which of the above objectives least clearly approximates your own? Please note appropriate item letter. _______

4. TEACHERS VARY IN THE APPROACH THEY EMPLOY IN WORKING WITH ADULT STUDENTS. PLEASE INDICATE THE APPROACHES YOU EXPECT YOUR TEACHER TO EMPLOY THIS SEMESTER. (Check one box only on each line.)

Lecture Only	Lecture and Occasional Discussion	Lecture and Discussion	Discussion and Occasional Lecture	Discussion Only
( )	( )	( )	( )	( )

No Out of Class Work Expected of Students	Occasional and Limited Out of Class Work Expected of Students	Frequent Out of Class Work Expected of Students	Extensive and Time Consuming Out of Class Work Expected of Students
( )	( )	( )	( )

No Contact With Students Outside of Class Expected	Occasional Contact With Students Outside of Class Expected	Frequent Contact With Students Outside of Class Expected	Extensive Contact With Students Outside of Class Expected
( )	( )	( )	( )

5. WHICH OF THE FOLLOWING POSITIONS REGARDING THE EDUCATION OF ADULTS DO YOU AGREE OR DISAGREE WITH? (If possible, discuss your answer.)

   a. The teacher in an adult education institution should tailor his course to the level of his students.

      ( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

      Please discuss:

   b. Because of his heavy outside commitments, the only responsibility of the adult student should be to attend classes and to participate in them.

      ( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

      Please discuss:

   c. To obtain a desirable level of achievement, teachers must maintain high academic standards.

      ( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

   Please discuss:

   d. Although teachers cannot assume that adult students are familiar with the relevant literature in the field, they do have real life experience which can serve as a good substitute.

      ( ) Agree ( ) Strongly Agree ( ) Disagree ( ) Strongly Disagree

      Please discuss:

6. PLEASE INDICATE HOW ESSENTIAL YOU CONSIDER EACH OF THE ACTIVITIES LISTED BELOW FOR ACHIEVING YOUR OBJECTIVES IN ATTENDING COURSES AT THE DIVISION OF GENERAL EDUCATION.

		Essential	Valuable	Of Little Value	Not Valuable
a.	To participate in class discussion	( )	( )	( )	( )
b.	To do occasional homework.	( )	( )	( )	( )
c.	To use a required text book	( )	( )	( )	( )
d.	To do required reading	( )	( )	( )	( )
e.	To do suggested reading	( )	( )	( )	( )
f.	To do written assignments.	( )	( )	( )	( )
g.	To be able to talk to your teacher before and after class	( )	( )	( )	( )
h.	To have individual conferences with your teacher	( )	( )	( )	( )
i.	To be asked specific questions by your teacher	( )	( )	( )	( )
j.	To be questioned about what you have learned	( )	( )	( )	( )
k.	To write a term peper	( )	( )	( )	( )
l.	To take a weekly quiz	( )	( )	( )	( )
m.	To engage in discussion with a minimum of lecture	( )	( )	( )	( )
n.	To be asked to give your views and opinions	( )	( )	( )	( )
o.	To give reports and discuss them in class	( )	( )	( )	( )
p.	To be able to listen to entire lectures where there is no discussion expected	( )	( )	( )	( )

7. TO WHAT EXTENT DO YOU THINK THE FOLLOWING DESCRIPTIONS APPLY TO THE DIVISION OF GENERAL EDUCATION STUDENTS? (Please check)

They apply to:	None	A Few	Majority	All of Them
a. D.G.E. students are more interested in learning than in just getting a degree................	( )	( )	( )	( )
b. D.G.E. students are intellectual dilettantes......................	( )	( )	( )	( )
c. D.G.E. students are rich in life experience......................	( )	( )	( )	( )
d. D.G.E. students have inadequate education backgrounds...........	( )	( )	( )	( )
e. D.G.E. students have a more serious and sober attitude than students in a regular academic institution........................	( )	( )	( )	( )
f. D.G.E. students are here primarily for social intercourse...	( )	( )	( )	( )
g. D.G.E. students represent an unusual diversity of backgrounds	( )	( )	( )	( )
h. D.G.E. students are infatuated with the romance of ideas.......	( )	( )	( )	( )
i. D.G.E. students drop out of their courses when the going gets rough......................	( )	( )	( )	( )

8. HOW IMPORTANT IS YOUR WORK AT THE DIVISION OF GENERAL EDUCATION TO YOU (OR HOW IMPORTANT DO YOU THINK IT WILL BE) IN RELATION TO THE FOLLOWING ACTIVITIES?

	More Important	About The Same	Less Important	
Attending classes at The Division of General Education is:	( )	( )	( )	Than seeing films
	( )	( )	( )	Than reading good books
	( )	( )	( )	Than going skiing
	( )	( )	( )	Than listening to records
	( )	( )	( )	Than attending concerts
	( )	( )	( )	Than watching your favorite television programs
	( )	( )	( )	Than going to the theatre
	( )	( )	( )	Than participating in community activities
	( )	( )	( )	Than going to dances
	( )	( )	( )	Than visiting friends
	( )	( )	( )	Than doing things with your families
	( )	( )	( )	Than attending lectures or classes at other institutions
	( )	( )	( )	Than working or being on your job

9. HOW SATISFYING DO YOU FIND TAKING COURSES AT THE DIVISION OF GENERAL EDUCATION?

☐ Satisfying in all respects ☐ Satisfying in most respects ☐ Satisfying in some respects only

HOW IMPORTANT DO YOU EXPECT EACH OF THE FOLLOWING TO BE AS A SOURCE OF SATISFACTION FOR YOU IN YOUR COURSES?

	Of Major Importance	Of Some Importance	Not Important
a. Development of artistic potential and skills........................	☐	☐	☐
b. Having the opportunity for self understanding.....................	☐	☐	☐
c. Further intellectual development.	☐	☐	☐
d. Contact with students of diverse backgrounds and ideas............	☐	☐	☐
e. Being taught by teachers of diverse backgrounds and experience	☐	☐	☐
f. Being able to take a course which would not be available to you elsewhere.........................	☐	☐	☐
g. Using leisure time constructively	☐	☐	☐
h. Filling in specific educational gaps...........................	☐	☐	☐
i. Preventing mental stagnation.....	☐	☐	☐
j. Becoming a more interesting person..........................	☐	☐	☐
k. Freedom from requirement of exams and homework...............	☐	☐	☐
l. Acquiring specific knowledge of a field or subject..................	☐	☐	☐
m. Gaining new insights in adjusting to a rapidly changing world......	☐	☐	☐
Additional Sources of Satisfaction (Please fill in and rate)			
______________________________	☐	☐	☐
______________________________	☐	☐	☐

10. HOW SATISFYING DO YOU FIND OR EXPECT TO FIND GOING TO THE DIVISION OF GENERAL EDUCATION AS COMPARED WITH OTHER EDUCATIONAL INSTITUTIONS YOU ARE CURRENTLY ATTENDING OR HAVE ATTENDED? (Please answer only for those categories which apply to you.)

Attending the Division of General Education is:

		More Satisfying	Less Satisfying	About The Same
Compared to:	Junior College...........	( )	( )	( )
	Undergraduate college....	( )	( )	( )
	Graduate School..........	( )	( )	( )
	Adult Education at a High School..............	( )	( )	( )
	Another Adult Education Institution..............	( )	( )	( )
	Extension Division of College..................	( )	( )	( )
	Evening Session College..	( )	( )	( )
	Correspondence Course....	( )	( )	( )
	High School..............	( )	( )	( )
	Industry Training Program	( )	( )	( )
	Professional Art or Music School..................	( )	( )	( )
	Others (Specify):			
	____________________	( )	( )	( )
	____________________	( )	( )	( )

11. IN YOUR VIEW, DOES ATTENDING THE DIVISION OF GENERAL EDUCATION IMPROVE THE IMAGE YOUR FAMILY, FRIENDS, FELLOW WORKERS AND EMPLOYER HAVE OF YOU?

		No Effect	Improves Image
Effect on image of:	a. Family members.............	( )	( )
	b. Friends.....................	( )	( )
	c. Fellow workers..............	( )	( )
	d. Your employer...............	( )	( )

12. WHO, IN YOUR OPINION, SHOULD DO MOST OF THE WORK IN THE ADULT EDUCATION SETTING?

( ) The teacher

( ) The student

( ) Both should share equally

13. a. HOW SIMILAR SHOULD THE PERSONAL RELATIONSHIP BETWEEN TEACHER AND STUDENT BE TO THAT USUALLY FOUND IN OTHER ACADEMIC SETTINGS?

( ) Very similar

( ) Somewhat similar

( ) Not similar at all

b. BRIEFLY, IN WHAT RESPECTS DO YOU FEEL THIS PERSONAL RELATIONSHIP SHOULD BE SIMILAR TO THAT AT DIFFERENT KINDS OF SCHOOLS?

c. IN WHAT RESPECT DO YOU FEEL IT SHOULD BE DIFFERENT?

14. HOW WOULD YOU DESCRIBE YOUR RELATIONSHIP WITH TEACHERS?

( ) Very formal ( ) Informal

( ) Formal ( ) Very informal

( ) Undecided ( ) Have not yet attended any classes

15. HAVE YOU ATTENDED THE DIVISION OF GENERAL EDUCATION BEFORE?

( ) Yes ( ) No

IF "YES," IN YOUR OPINION HOW CLOSE ARE RELATIONSHIPS AT D.G.E. BETWEEN THE FOLLOWING? (Please check one on each line.)

	Very Close	Fairly Close	Not Very Close	Not Close At All
Students - Faculty..........	( )	( )	( )	( )
Students - Faculty Advisors.	( )	( )	( )	( )
Students - Administration...	( )	( )	( )	( )

WE HOPE THAT YOU CAN SUPPLY US WITH THE FOLLOWING INFORMATION ABOUT YOURSELF WHICH WILL HELP IN COMPILING CHARACTERISTICS OF ADULT STUDENTS.

16. NAME ____________________ ADDRESS ____________________

TELEPHONE NUMBER ____________

17. a. Age at last birthday: ______

b. Sex: ( ) Male ( ) Female

18. Marital Status: ( ) Single ( ) Divorced ( ) Separated

( ) Married ( ) Widowed

19. How many children do you have? ______

20. Highest Education Achieved:

( ) Some High School

( ) High School Graduate

( ) Junior College Graduate

( ) Some Undergraduate College (No Degree)

( ) Bachelor's Degree

( ) Masters Degree

( ) Academic Doctorate

( ) Professional Degree (M.D., Lawyer, C.P.A., etc.)

( ) Vocational Certificate (teacher, nurse, etc.)

( ) Other, specify____________

21. Have you attended any adult education institution other than The Division of General Education?

( ) Yes ( ) No

22. If "Yes," please list institution and dates attended:

Institution	Dates
____________________	____________
____________________	____________
____________________	____________

23. What was your father's major occupation?

____Professional (Which)____________________

____Managerial, executive or proprietor of large business

____Small business owner or manager

____Farm owner or renter

____Clerical or sales

____Skilled worker or foreman

____Semi-skilled worker

____Unskilled worker or farmer

____Other (specify)__________________________

24. In what type of community did you spend the major part of your youth?

____Farm

____Village or town (under 10,000)

____Small city (10,000 - 50,000)

____Suburb or large city

____Metropolitan city (1,000,000 or more)

25. In what country did you spend the major part of your youth?

____

26. What do you consider to be your main occupation or profession?

____

27. When did you attend your first courses at D.G.E.?

( ) Fall

( ) Spring 19___

( ) Summer

28. What courses have you registered for this semester?

____

____

____

29. Do you intend taking an interest in your grades in this class?

( ) Yes ( ) No

30. If "Yes," what use do you intend to make of the grades?

_____No specific use

_____Toward recommendation for "Increment Credit."

_____For advancement on the job (other than education)

_____For a certificate program

31. About how many courses have you taken so far, including Spring, 1964 registration?__________________________

32. On the average, how many courses do you estimate you have taken per semester?

( ) One course or more per semester

( ) One course or more every other semester

( ) One course or more every two semesters

33. Do you expect to continue to take courses at D.G.E. after this semester?

( ) Yes ( ) No

If "Yes," do you expect to take:

( ) One course or more per semester

( ) One course or more every other semester

( ) One course or more sometime in the future

34. About how long do you expect to continue taking courses at D.G.E. to fulfill your current educational objectives?

( ) One year ( ) Two years

( ) Three years ( ) Four years or more

APPENDIX C

COMPARISON OF "NEW" AND "OLD" TEACHERS

NEW SCHOOL	NEW YORK UNIVERSITY	UNIVERSITY OF CALIFORNIA	TULANE
(New n = 27 Old n - 30)	(New n = 14 Old n = 33)	(New n = 28 Old n = 17)	(New n = 9 Old n = 12)

TABLE 1. COMPARISON OF "NEW" AND "OLD" TEACHERS WITH REGARD TO REASONS FOR HAVING ATTRACTED TEACHER TO THE INSTITUTION. (Per cent of teachers considering reason "very important" or "unimportant.")

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Very Impt.	Unimpt.	Very Impt.	Unimpt.	Very Impt.	Unimpt.	Very Impt.	Unimpt.
Being able to offer a course you could not teach elsewhere								
New	48%	22%	50%	35%	46%	36%	44%	11%
Old	40	40	30	27	41	18	50	34
Prestige attached to teaching at:								
New	22	18	42	14	7	43	33	33
Old	17	17	6	24	12	18	17	58
The challenge of translating a specialty into non-technical terms								
New	30	26	58	21	21	39	33	22
Old	33	33	21	27	18	29	34	25
To be an active part of the adult education movement								
New	30	11	21	28	18	50	11	33
Old	53	13	39	6	41	12	34	8
The additional income from teaching at:								
New	30	30	50	14	57	11	56	11
Old	17	26	36	6	24	24	42	8
The opportunity to teach when no other academic positions are available								
New	15	59	--	58	28	57	33	44
Old	17	59	18	55	35	18	8	58
Association with an impressive faculty at:								
New	11	33	14	14	--	--	11	67
Old	13	36	18	33	--	--	8	42

(continued)

(TABLE 1 - continued)

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Very Impt.	Unimpt.	Very Impt.	Unimpt.	Very Impt.	Unimpt.	Very Impt.	Unimpt.
The opportunity for professional advancement								
New	11%	14%	28%	28%	14%	50%	33%	33%
Old	7	63	12	39	18	65	34	42
To help provide adults with knowledge and attitudes necessary for exercising responsible citizenship								
New	26	15	35	28	14	31	33	--
Old	33	30	21	21	35	24	34	8
Learning how to teach								
New	11	48	--	65	7	72	33	--
Old	--	67	3	61	--	65	8	34
To have a forum for presentation of ideas								
New	33	11	42	14	28	39	33	11
Old	43	10	30	27	35	35	8	34
To increase diversity in your professional life								
New	33	11	35	21	39	31	33	22
Old	36	20	58	6	41	29	--	17
To improve your competence in teaching								
New	15	30	21	21	25	28	33	11
Old	3	43	15	30	24	29	17	34
The opportunity for intellectual stimulation								
New	33	7	58	21	43	25	44	22
Old	57	3	52	9	65	6	25	25

TABLE 2. COMPARISON OF "NEW" AND "OLD" TEACHERS WITH REGARD TO EDUCATIONAL PROCEDURES. (Per cent of teachers considering activity "essential" or "not valuable.")

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Essen.	Not Val.	Essen.	Not Val.	Essen.	Not Val.	Essen.	Not Val.
To supplement lecture with discussion								
New	52%	7%	72%	--%	72%	--%	78%	--%
Old	74	--	61	3	59	--	60	--
To be available to students for discussion before and after classes								
New	41	7	28	--	36	--	56	--
Old	40	7	39	--	35	--	8	--
To hold individual conferences with students								
New	30	7	21	--	43	11	22	--
Old	36	7	24	3	65	--	34	--
To lecture entire period with almost no discussion								
New	--	56	--	50	--	50	--	44
Old	--	50	--	52	6	65	--	42
To encourage students to participate								
New	78	3	65	--	64	--	78	--
Old	74	--	76	--	88	--	92	--
To ask specific students questions								
New	33	7	35	21	31	14	11	11
Old	23	23	33	9	48	12	42	--
To Assign Suggested Reading								
New	26	7	58	--	28	--	11	--
Old	33	13	39	--	24	--	42	--

(continued)

(TABLE 2. - continued)

	NEW SCHOOL		NEW YORK UNIV.		UNIV. OF CALIF.		TULANE	
	Essen.	Not Val.	Essen.	Not Val.	Essen.	Not Val.	Essen.	Not Val.
To ask students questions which assess what students have learned								
New	37%	11%	14%	7%	39%	11%	11%	11%
Old	26	23	36	12	71	--	42	--
To require a term paper or project								
New	15	22	14	--	36	18	11	33
Old	10	26	6	30	18	18	8	42

APPENDIX D

TEACHER INTERVIEWS

TEACHER INTERVIEW No. 20*

Course: Sociology. Criminal, Civil, Constitutional, Administrative Law.

Date: November 29, 1962

Q. How long have you taught at The New School?

A. Since 1955.

Q. What circumstances led you to accept a teaching position at The New School?

A. I was involved in legal matters regarding social workers. I found an abysmal lack of knowledge by the social workers, which challenged me to prepare a curricula and submit it to the school.

Q. Have you held other teaching positions?

A. No. I'm a practicing attorney.

Q. What are your goals in teaching at The New School?

A. I hope to acquaint students with an understanding of the philosophy of American law and legal institutions. It is not possible to understand the United States without a basic appreciation of the whole area of civil rights and constitutional law, not in the technical sense. I feel only a lawyer can properly discuss these things--someone who is current and working in the field.

Q. Why did you choose adult education?

A. What I attempt to impart requires maturity, i.e., having heard of Kant or Hegel, etc. I don't assume they are completely knowledgeable, but they do have some background.

Q. What do you expect from your students?

A. That's difficult to answer. Primarily an understanding or appreciation of history and underlying tradition which govern legal and political institutions. Need knowledge of "judicial review," sources of power of the Supreme Court. The layman is bewildered when they read about contempt procedure. I teach about the powers of the court of equity.

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*This interview is reproduced here because it represents another major orientation to adult education, one which sees in adult education the opportunity to provide concepts and information to adults who may be able to make use of them.

Q. Do you give any more formal assignments?

A. No, except for a certain 3 of credit students. I give out a bibliography, but I don't expect too much in terms of disciplined reading.

Q. What are your views on Adult Education?

A. I'm not a professional pedigogue. I've never taken such courses. I have no real basis for judging program of other institutions, but I think The New School recognized single contributions. Personally, I think we should encourage varied student body that we get.

Q. What type of education do you think students get or that we offer here?

A. I think it must work, if regular attendance is an indication of interest. There is very little non-attendance. I also think it should be teaching along didactic lines. Teachers in a seminar arrangement can sloff off real teaching and stimulation.

Q. Do you have any suggestions for changing The New School program.

A. I think there is too much duplication.

Q. What do you like about teaching at The New School?

A. The tradition of academic freedom. The atmosphere of maturity about the place. I think it has a good student body--very mixed. I've gotten excellent cooperation from the Dean and the Administration, though I don't know about other teachers. I personally don't depend on my stipend for a livelihood,but this can be a serious problem.

Q. What don't you like about teaching at The New School?

A. The salary problem. Again, I'm not relying on this as income. I also have had feelings that there might be some way of coupling degree award arrangement in adult education. Certain criteria would be needed. Some sort of recognition could be accorded to students following a minimum discipline. The library is not adequate. I don't know if much could be done about that. I sometimes feel that I'm teaching in an atmosphere of splendid isolation. I guess this is due to the part-time teacher situation.

Q. How do you find your relationship with students?

A. From my own college and graduate experience, there isn't dependence on grades and need or fear of retribution, therefore it's much more informal.

Q. Do you find this more pleasant?

A. Yes, very much so. Frankly, if The New School ever becomes a glorified high school, it will surrender much of the values it fought for.

Q. How do you conduct your class?

A. Mainly lecture, with unlimited and untrammeled interruption for questions. Occasionally I stimulate discussion with questions to the students. I never used the recitation technique. I'm opposed to it. Inclusion of any pertinent topic is accepted.

Q. Do you feel you accomplish your basic goals?

A. I think I'll be in limbo for years. Over the years many of my students, despite my protests, have gone into law school. I also think some engaged in social work of some form and have found the courses of real value.

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TEACHER INTERVIEW No. 29*

Course: Creative Writing Workshop

Date: December 4, 1962

Q. How long have you been at The New School?

A. First semester here.

Q. What circumstances led you to accept a position here?

A. I was planning a trip this year to Greece, but I received a call from the School to teach this course. I wanted to try teaching again. I used to like it very much and I wanted to see if that was really so. I, therefore, accepted. It was an experiment for myself. Also my publishers preferred that I stay in New York for the publication of my new book. I've spent the past four years in total introversion working on my writing, and I felt I wanted to get out again. I postponed my trip to Greece until the Spring, but now I'm enjoying teaching enough that I accepted the course for the Spring also and am tentatively thinking of the trip to Greece next year.

I used to teach at The University of Illinois, which is downstate Illinois--not in Chicago. I couldn't take that life any longer. Urbana is totally a University town, and being a bachelor, and not appreciating the political and social life of this local, I wanted to leave. This is a perfect situation for me--being in New York, writing and teaching.

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*This interview is reproduced here because it represents one kind of orientation to adult education--that is, one which sees in participation in adult education an opportunity for personal or professional development for the teacher.

Q. What are your views on Adult Education?

A. Only can talk from my own limited experience. There is a great diversity in the student body. I have a policeman in my class. They bring to a writing class a maturity which is so important. When I taught college students, they had little to write about; they haven't the life experience.

Q. What do you see as the goal of The New School?

A. To broaden and stimulate the student's outlook.

Q. What are your goals in teaching your course?

A. I don't expect to create great writers. There are few people of this kind of creative talent around. I hope to broaden their views, stimulate the students, give them a sensitivity in reading.

Q. What do you expect of your students?

A. I started off teaching as I did at college--technique, lecturing on structure, story line, what makes a story work, etc., but I shortly learned that wasn't what the students wanted. They want to talk about themselves, their own stories. In class these are discussions and criticisms of manuscripts.

Q. Are there formal work assignments, like reading?

A. Yes. We read a number of short stories, including my own, because I can explain with authority just how these evolved. I don't force them to do the reading or writing, but most do it. I had only two students who weren't participating in anything at all. I sort of wrote them off. Then, one girl, who wrote nothing all semester, came up with a short story last week which was by far the best thing I've received. She's got real talent and probably the only potential for publication.

I find when the class starts to lag, they drop off in their writing. I give specific assignments like--write on something in the newspaper. But mainly I try to stimulate them. I believe in this school, and particularly in a writing course. People who come here are self-motivated. They don't have to do it, it's something they want to do.

Q. How do you find your relationship with students at The New School?

A. It's informal. I don't make personal friends--one or two I have seen casually outside of school. I'm not the discipline figure as in college teaching.

Q. How about your relationship with other faculty members?

A. There is none. Anyone I know here is from having met them elsewhere. It's not like in a college where there is real involvement, where you feel part of something. When you are used to the academic world as I was, this is somewhat disconcerting at first, but then the petty politics, socializing, etc., which I found in a university town was too much.

Q. Do you plan to continue teaching?

A. Yes. I'll continue in the Spring. Sure, I'd love to be a full-time prof again, but only in New York. After I started here I received offers to teach at Columbia and NYU evenings. In the Spring I'll be teaching at Columbia General Studies besides at The New School. I spoke with B. about this and he OK'd it. He didn't like the idea of my teaching at NYU. It was too close--like Macys and Gimbels.

Q. Would you consider a full-time teaching position?

A. Yes, but only in New York.

Q. What do you like about teaching at The New School?

A. I said most of it. Students are interesting, responsive. The freedom from the rigid discipline of college teaching and administration. It's a good balance for my life. I like to teach and write.

Q. What don't you like about teaching at The New School?

A. Nothing, really. At first I was disconcerted by the great student movement during the first three weeks of classes. People coming in, dropping out, shopping around for the best floor show. I wasn't used to this. At college maybe one student drops out, maybe you get one new student, but that's it. Nothing like here. But now that I realize this is the norm--sort of the way the school works--I don't think it will bother me next term when I start teaching.

APPENDIX E

EXCERPTS FROM INTERVIEWS WITH "DROP-OUT" STUDENTS

Key:

Int. = Interviewer
Stu. = Student

EXCERPTS FROM AN INTERVIEW WITH A STUDENT WHO "DROPPED-OUT" - Interv. #4

Int: You had enrolled in F's course in Russian?

Stu: Yes.

Int: And you have withdrawn?

Stu: Yes.

Int: What led you to withdraw?

Stu: I should just tell you this that the reason I enrolled in the course was that we were going to Russia for about three weeks this summer and I have very strong feelings about knowing something about the language of the country before I go, even if I'm only going to be there a very short while. I felt that I needed to take a course in it, since it has such a peculiar alphabet. Italian, I have taught myself. Spanish I have taught myself enough language. I have a list of words which I created that I take which I find it is helpful and necessary for me to know. After taking four lessons in the course, I have learned the alphabet. I have learned to read script. Then I saw that the course was going to go in the direction of grammar. And this has no meaning for me whatsoever for my purposes.

Int: Did you know it was going to go into grammar?

Stu: Yes. I had the feeling from the description of the course that it was going to be conversational with some grammar, some basic grammar, but I didn't realize until I got into it that the stress was going to be on that plus the fact that there was enormous emphasis placed on accent which has no meaning to me. Now I got my money's worth out of the course.

Int: Just learning the alphabet?

Stu: Yes. Learning the alphabet, learning the basis of pronunciation, learning the basis of stress.

Int: Did you get practice in conversation?

Stu: Not in the way this particular course was being run.

Int: Tell me how this course was being run.

Stu: This was...ah...oh..., I hate to use gereral categories, but there was what I would call a European approach to the course--great strictness and an absorbtion of immediate comprehension. In other words, ten numbers would be put on the board. It seemed inconceivable to the teacher that within one-half hour everyone in the class did not get all the hyroglypics and all the numbers and there was almost a feeling of distress on the part of the teacher if your performance was not up to what she expected it to be, otherwise I would have remained in the class, which was a small one. I'd have remained just to keep hearing the sounds repeated, but there was a kind of pressure I was feeling that I didn't want personally. Now, if I were going to go into the study of the Russian language, this is an excellent teacher for it because she is very strict, very careful on accents, very strict on grammar, but it didn't meet my purposes.

Int: Then I gather that it was almost too strict?

Stu: Yes, for me. But then my motivation for taking the course was an unusual motivation.

EXCERPTS FROM AN INTERVIEW WITH A STUDENT WHO "DROPPED-OUT" - Interv. #5

Stu: I came back the first two sessions. The third week we had theater tickets and the fourth week I came back and after that I decided it was not worth coming anymore.

Int: Why?

Stu: Well, I had no music background whatsoever. As you know, it was a survey course in Baroque art, and the first session I was very happy with. He really had his material organized. He presented it very well and it seemed the type of content was exactly what I was looking for. I went back the second week and for some reason I completely reversed my opinion. I got the feeling somehow that you needed more of a background in music than I had. There was very little discussion with students, it was straight lecture.

Int: What did you expect the course to be that it wasn't?

Stu: The content--the matter of presenting the material. He would put more emphasis, it seemed to me, on the insignificant things, more than I thought was necessary--things that I know I was totally oblivious of. I mean he took it for granted that the people in the class had background information and when I walked out I was aware of this. This was the second semester. There were some students who had already completed the first semester and from just seeing these students in the class and hearing their conversation with him I got the impression that a lot of them had very extensive music backgrounds. One student was saying he had conducted some sort of workshop orchestra. They were answering back and forth and I was just sitting in a corner. I tried...I can take shorthand, and I took down practically everything that was said and I'd get back to my apartment and it was ridiculous because I could have gotten more out of the textbook if this was what I wanted.

Int· Do you take notes?

Stu: Well, I was.

Int: Anyone else?

Stu: Well, there were about six or seven students taking it for credit. They were copying it down like mad. And then there were a few housewives who just sat there.

Int: Did very few students ask questions because they understood what he was talking about?

Stu: I don't think so, because this woman, who attended every class I did, one night she sort of asked a question which was really embarrassing. The teacher didn't know how to answer her without insulting her intelligence and she kept pushing the point and finally he got out of it somehow.

But you could really tell that the main,average person who was not a music major, who was an ordinary adult, who maintained an ordinary job or runs a house, it just went flying over them and the research director of our firm, who seems to have a tremendous music background, she conducts a chair, and she sort of gave me some reference books, but I told her I just can't follow them. He's just throwing terms out that I never heard of and she said that I was just going to have to do some research on my own, you're going to have to be willing to put some effort into it and I did, but I just had the feeling that there was just something missing.

Int: Did you ever see the teacher before class or talk to him after class?

Stu: I never really tried it. He only stayed after class to talk to the credit students, to tell them what their assignment was and to write papers. I don't think he would, unless someone felt it was a great investment and they absolutely had to continue and they had a complaint as far as the course was concerned.

Int: Was there a textbook?

Stu: No, not assigned.

Int: What was required of you as a student?

Stu: Nothing. All you had to do was sit there and listen...He never told us that we would have assignments. It wasn't a question of a book being assigned, but he did recommend two textbooks which he said would follow the level at which he was lecturing.

Int: Did you look at the books?

Stu: The books that he recommended I didn't look at. Some of the books that one of my friends recommended I looked at. One of the books that he recommended is an extremely scholarly work, at least that's what she told me. I don't know. I'm not familiar with music textbooks. It's enormous. I'm looking for an introductory course.

APPENDIX F

CHANGES IN ATTENDANCE PATTERN BY FIELD

(New School, 1962)

CHANGES IN ATTENDANCE PATTERN BY FIELD

(New School, 1962)

FIELD	5th Week	13th Week
I. SOCIAL SCIENCES	81.5%	52.0%
Anthropology	81.2	53.7
Economics	82.1	62.5
History	79.1	55.4
Politics	67.4	44.7
Area Studies	83.4	49.5
Psychology	79.4	56.1
Sociology	73.3	42.1
II. THE HUMANITIES	73.9	52.5
Art History	77.7	52.4
Literature	73.1	52.4
Philosophy & Religion	70.2	54.6
III. CREATIVE & PERFORMING ARTS	82.3	59.7
Dance & Music	76.2	51.4
Art Workshops	89.8	60.6
Writing	76.3	54.7
Theatre	87.0	72.2
IV. NATURAL SCIENCES	70.0	45.4
V. LANGUAGES	81.5	36.9
Arabic	77.8	55.6
Chinese	50.0	25.0
Egyptian	80.4	52.9
French	64.9	26.3
German	60.6	37.1
Greek	--	25.0
Hebrew	79.2	61.9
Italian	66.9	38.8
Japanese	--	23.5
Latin	100.0	--
Persian	66.7	33.3
Russian	83.0	41.2
Spanish	65.7	46.8
Yiddish	60.0	0.0

PERCENTAGE OF ATTENDANCE DURING 5th & 13th WEEKS FOR FIVE SUBJECT AREAS F-2
Fall, 1962